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The Private Junior College in Wartime

[EDITORIAL]

ONE of the outstanding features of life in the United States is the place accorded to free enterprise. Much has been said about the freedom of our industrial life and the result which this freedom has created in the form of more things for better living within the range of the purchasing power of the average citizen. The Founding Fathers insisted on freedom of religion in America and strictly prohibited interference on the part of government.

The educational enterprise, however, has been under a dual system almost from the beginning of our national existence. The central idea back of this system has been the democratic concept that the child is not the creature of the state. Laws have been made requiring the education of children, but no state has ever been able to require attendance solely at a public educational institution. Here we may see one of the unique features of a modern democratic society. The child may be educated in either public or private schools.

This privilege accorded to American families brings with it a corresponding responsibility. Academic advantages should be as good in the private school or college as they are in public institutions. The private institution should justify its existence by offering additional advantages commensurate with

the privilege which it enjoys and for the private expenditure of money by contributors who are also paying taxes to support public education.

At no time, therefore, has the path of an honorable private school or college in America been an easy one. Money must be secured on a voluntary basis for buildings, grounds, equipment, endowments and often to supplement current expenses. Attendance of students is purely voluntary. Yet consider for a moment only a few of the truly great educational institutions in America which have grown on this basis. Thousands of primary and secondary schools, also many junior colleges, senior colleges, and universities call attention to the power of free enterprise in American education.

In times of great national stress, the role of the private institution is made even more difficult. Income from endowments is reduced, gifts from friends are more difficult to secure, costs for all materials advance, and salaries for teachers must be increased. Private institutions cannot expect governmental aid. Not many of them would accept it, even though it might be granted, because of the desire of the private institution to remain as free as possible from governmental control.

Difficult, however, as conditions may be for the private school and college

in time of war, they carry on not merely the regular programs of peacetime, but also the accelerated and expanded program of wartime. This speed of action and expansion of services should be gladly accepted by them because no people have a greater stake in the successful prosecution and outcome of the war for democracy.

It may be safely asserted, therefore, that the private junior colleges of America may be counted on to do their full share, along with the public junior colleges, to discharge every obligation in connection with national defense, in aggressive war against the enemy, and in preparation for reconstruction and peace after fighting may cease.

It may be hoped that private junior colleges will be able to overcome the increased difficulties of the near future. They offer an opportunity for American families to select at their own discretion in the light of their best judgment the type of educational institution which may best meet the peculiar needs of their children. This frank recognition of individual differences, this tolerant, cooperative endeavor on the part of private educational enterprise and the state, and appreciation on the part of both public and private junior colleges for each other are a heritage well worth our greatest sacrifices.

JESSE P. BOGUE

Whatever may be the explanation of the rise of the junior college, its successes in "terminal" education and in transfer courses have established it as the institution seemingly best fitted to solve our educational problems at a time when technological changes are forcing us to a higher level of education for the masses.—Editorial in *Harper's Magazine*, April 1939.

MISSISSIPPI GRANT

The Mississippi State Department of Education has been advised of a grant of \$17,500 from the General Education Board for the purpose of carrying on the Mississippi Junior College Workshop. The grant will be distributed over a three-year period (\$7,500, \$5,000, \$5,000), and will be used for consultative services in carrying out the following: (1) a cooperative community survey; (2) an administrators' and deans' seminar for 2 or 3 days; (3) a workshop from 2 to 6 weeks in the broad subject fields for developing syllabi in connection with subjects related to the community needs as revealed by the survey; (4) one-week institutional workshops immediately before the opening of school; and (5) evaluation. The Mississippi public junior colleges, under the direction of Commissioner Knox M. Broom, have been carrying on summer workshops on their own initiative under the auspices of Peabody College for the past two years.

DR. CHARTERS AT STEPHENS

Dr. W. W. Charters, who since 1920 has been advisory director of research for Stephens College, Missouri, has resigned as director of the bureau of educational research at Ohio State University to devote his full time to shaping the educational program at Stephens. Dr. Charters was the first dean of the graduate school of education at the University of Pittsburgh. He has also been dean of the schools of education at the University of Missouri and the University of Illinois and was formerly professor of education at the University of Chicago. Author of numerous textbooks, he is now engaged in work on a series of social studies.

Foreign Languages and National Defense

ETHEL PRESTON

ALL educators today are challenged by the problems of national defense. No individual in any nation ever wishes in his sane moments to give up his liberty. Civilization is gone when tolerance, liberty, and the free development of the individual are swept away. Even if a whole generation in a nation may seem to be hypnotized by a false dream of world domination, common sense tells us that these oppressor nations are full of individuals who remain civilized and long for help from the outside world. These civilized hearts which must temporarily remain deaf and dumb would be the first to tell us to look to our defenses. They would tell us in many languages the hope they place in these United States. They would be glad if we could answer them in their own tongues and assure them that we are awake to the need of strengthening our bulwarks. Any man is most truly himself in the language in which he was born and brought up. Whether it is a question of making a friend or controlling an enemy, the question of language becomes paramount in the matter of defense. Sympathetic cooperation between all nations for the good of all

humanity seems to be an ever-receding goal. But there are two other goals which seem within our reach. The first of these is sympathetic cooperation between civilized nations, and the second is national unity. The Americas must be united and work with all nations in the world that believe in liberty. In these United States we have countless foreign born and we are at the present moment welcoming an ever-increasing number of cultivated refugees from tyranny. In our relations with our neighbor nations and in the creation of a real American unity, highly trained guides with a wide knowledge of language, literature, and history are needed in the front line of defense. This consideration leads to our purpose—to show the part of foreign languages in defense.

First of all we must keep clearly in mind the two types of national defense. The vision aroused first in most minds by those two words is that of marching armies, squadrons of aeroplanes, battleships, and mechanized units. Frontier defense and the complete equipment of far-flung fortresses and naval bases come to mind. Also included in the first type of national defense comes the question of communications controlled by the Signal Department and the whole question of Espionage, in the War Department or under the control of the F.B.I.

A second type of national defense is of a much more subtle character. It is what we may call the defense of America by making her worthy of being defended. It is the preservation and extension of all that is best in our civilization in normal times. It means that while cooperating with the greatest possible loyalty in every phase of physical de-

ETHEL PRESTON is instructor in French and Spanish at Woodrow Wilson Junior College and Austin Evening Junior College, Chicago, and in Italian at the Chicago Musical College. Beginning her study of foreign languages at the age of three, she has studied at the University of Chicago, the British Institute (formerly La Guilde Internationale) in Paris, the Sorbonne in Paris, and El Centro De Estudios, Madrid. She holds a Ph.D. in Romance Languages from the University of Chicago. She has written and edited numerous works in French and Italian. The war brought to an end her frequent trips to Europe but not her keen interest in the languages of Europe's countries.

fense, educators must look deeply into the education being given in our schools, study its results, and seek in every way to give our country an impregnable spiritual defense.

Let us consider first actual facts which show what has been done in languages for the first type of defense. The most striking fact came to us from Horatio Smith of Columbia who wrote as follows:

I was talking with a representative of the Federal Bureau of Investigation. He told me, and I think there is no reason why I should not publish the remark, that there had been an increase in the need for translators of foreign languages amounting to 10,000 per cent. I am not sure he is talking in terms of absolute statistics, but anyhow he succeeded in conveying an idea to me, and it is very clear that there is one point where people trained in our field can help immediately and extensively. I understand that help is needed in Japanese, Russian, French, German, Italian, and Spanish.

This suggestion links up directly with several other items noted. One was a newsreel showing the United States in action for defense. There appeared a vivid picture concluding with a view of whirling records showing the F. B. I. listening to all broadcasts in this country in foreign languages and dramatized with the caption: "Uncle Sam is listening." The other item is the need for translators proved by a recent bulletin published by the United States Civil Service Commission announcing examinations for translators in 14 languages.

At Austin Evening Junior College a student and a member of the faculty trained in the humanities have received definite advancement because of their linguistic ability. Both had taken Civil Service examinations. One was called to the censor board in Washington, and the other called to the army rose immediately from private to officer because his knowledge of languages was used at once in interpretation and publicity work.

One of the Civil Service examinations

mentioned above called for three groups of translators: Junior translators at \$1,800 a year, Assistants at \$2,000 a year, and Senior translators at \$2,300 a year. The directions especially urged candidates to take the examination in more than one language if possible.

Another interesting proof of the need of languages in the Signal Department appeared in a speech made by Leon Smith, cryptographer and linguist of the University of Chicago. Mr. Smith was speaking to the Citizens' Board of Sponsors of the University of Chicago. War Department duties are shrouded in secrecy and those working at the present time for the Signal Department are not permitted to reveal their activities. Mr. Smith, however, from his actual experience in the last war could state positively that for work on codes, ciphers, and cryptography these qualifications are necessary:

1. Knowledge of language and linguistic principles.
2. Knowledge of more than one language. This is particularly necessary in cryptanalytic work, since the vast majority of messages to be solved will not be written in English.
3. Knowledge of the field: that is, of Army terminology or diplomatic language.
4. Skill in the analysis and synthesis of linguistic elements.

Another source of information comes from the Chicago Association of Commerce. The findings here as far as language is concerned are somewhat negative but nevertheless suggestive. The Association has concerned itself very directly with the question of skilled workers and South American expansion. The Association created a council on training of defense workers under the chairmanship of William Bachrach. Among the other findings of this committee Mr. Bachrach when consulted commented especially on the tool industry. By research, the committee discovered that whereas 25 years ago

most skilled workers had been trained abroad, they are now American trained. This would naturally diminish any linguistic need connected with oral or written descriptions. In concluding a report concerning skilled workers issued in a bulletin of the council, this paragraph appears:

One potential weakness, the thin supply of skilled workers in certain trades, cropped out when industry spurted ahead. The alarming scarcity of toolmakers and machinists reminded management again that training of skilled workers is as vital as training an army.

Can we not apply this in a certain sense to trained linguists? Because of the short-sighted policy of repressing the languages in school curricula in recent years, are we not perhaps going to find ourselves with a real shortage of highly skilled linguists? Should we not, like the Association of Commerce, set to work to find how many are available and see if they match the increasing need for defense? Dr. Milton A. Buchanan of the University of Toronto assured us by letter that the supply of linguists in Canada has been inadequate.

Another executive of the Association of Commerce, formerly a member of the foreign department, commented on the great increase in censorship. A state of war necessitates the opening of all foreign mail. Those in charge of censorship at the present time are rapidly increasing their staff of trained linguists.

In regard to South American relations, another executive of the Chicago Association of Commerce, Leverett Lyon, says they have done extensive advertising in Spanish which has necessitated additional help in the language, and they have issued a descriptive catalogue of business in Chicago, written in Spanish.

When we turn from these aspects of the situation to registration in colleges and universities of the Chicago area, we find a great increase in the number

of Spanish students. Austin Evening Junior College has added Spanish to its curriculum and the three Chicago municipal day junior colleges are now offering Spanish as well as French and German. In the Chicago area which is undoubtedly typical of the whole country in this respect, the drop in French and German has been offset by the increase in Spanish. Portuguese is now being given at Northwestern University and at the University of Chicago. In this connection we quote a letter from the War Department stating that "for assignment to military missions in Latin-American countries, officers are selected who are fluent in Spanish, Portuguese, or French."

We have now mentioned the most significant facts we have been able to discover concerning the implications of the first type of defense in the foreign language field. Let us turn now to the implications in what we called the more subtle type of defense, the inner defense of the vital forces of our nations. There is a new cry abroad that something is wrong with the curriculum forced upon our schools in recent years. No one has given more vigorous expression to this feeling than Walter Lippmann in an address sponsored by Phi Beta Kappa and the American Association for the Advancement of Science. He said:

The thesis which I venture to submit to you is as follows: That during the past 40 or 50 years those who are responsible for education have progressively removed from the curriculum of studies the western culture which produced the modern democratic state. . . . Democracy urgently needs a vast and multiple leadership. These leaders in every aspect of our national and international life must have a common understanding of the past and a united outlook for the future. Only a broad and thorough course in the liberal arts and sciences through high school and college can be trusted to produce such leaders. Democracy and freedom rise or fall on this issue.

This point of view is being echoed ex-

tensively throughout the country. It calls directly for a true knowledge of language and the cultural heritage that comes with it. It appears in every letter received from friends in the Romance field consulted in connection with this discussion. President Wilkins of Oberlin points out the extensive use of linguists in the army in the last war. Aurelio Espinosa of Stanford University points out that we must push the extensive knowledge of Spanish and Portuguese in order to be the friends and neighbors of the millions who speak those languages. For this a superficial knowledge will not suffice. This need of true understanding was expressed to President Heald of the Illinois Institute of Technology by the international president of the Rotary Club of Bolivia. He declared that we knew nothing of the feelings, the traditions, and the history of our South American neighbors and that if we wish good feeling we must inform ourselves and gain a sympathetic understanding. It is interesting to note the production of a *Reader's Digest* in Spanish, the magazine *Amigos*; a Brazilian edition of the *Education Digest*, to be published in Portuguese; and the publication in Chicago of a Spanish Rotary magazine called *Revista Rotario*. Rudolph Altrocchi of Berkeley sounds an important note in a contribution to Louis Adamic's *From Many Lands* where he says concerning war passions that we have to deal with a very natural but totally wrong psychological attitude which he phrased as follows:

You may hate Hitler and Mussolini, but don't let that make you hate the German and Italian languages, and still less Goethe and Wagner, Dante and Michelangelo. Of course, a very obvious idea, but unfortunately it so happens in this peculiar world that some of the most obvious things must be repeated.

In this discussion we have tried to balance what we may imagine to be the

field of foreign languages in relation to the defense program with what so far actually appears to be true at the present time. It seems obvious that our field, like every other field, is needed. What the increasing demands for trained linguists may be we must divine by imagination and intuition. It is obvious too that the language work must be done better than ever before. In these days when what might be overheard, or caught over the radio is of the utmost importance, when a little understanding of the spoken language might conceivably in certain situations mean the difference between life and death, it is no longer possible to say that a reading knowledge divorced from oral mastery suffices. The oral mastery of a language is often the surest approach to the true nature of a foreigner. As Horatio Smith indicates in his letter to which we have already referred, the point of view of the other nationality must be thoroughly understood even if not accepted. He speaks from real experience in the last war in helping French and American soldiers to get together. We who love languages, who know the pure joy of initiation into another civilization and into another temperament know what it means to win this joy. It does not come in a minute, but rather in years. Languages are needed in the defense of our nation. Those who build curricula in schools, colleges, and universities should strengthen the foreign language field. All national defense committees should have a linguistic expert who will know the language field as well as production leaders know the truth about skilled workers. Foreign languages are of the greatest importance in our inner and outer defenses and indispensable in drawing civilized nations together and bringing to ourselves real national unity in these United States.

Character Training in Military Junior Colleges

E. W. TUCKER AND W. W. CARPENTER

IN studying certain administrative practices and procedures in the 129 military colleges and schools of the United States, special emphasis was laid on the character education claims of the military colleges and schools as outlined in catalogs and other literature.

Since character training was mentioned more frequently than any other objective in the catalogs of the military colleges and schools, a two-fold investigation was undertaken: (1) to determine the influence of the military colleges and schools on character as indicated by the alumni; and (2) to secure recommendations from the alumni for a character education program in the military colleges and schools.

Fifty-five hundred alumni in eleven different military colleges and schools¹ offering work ranging from grade nine through grade fourteen were invited to participate in this study. To allow these graduates freedom of expression three general questions were asked:

1. As you think back over your military college or school experience, what factors do you now feel had a lasting influence, positive and (or) negative, upon your character?

2. In the light of your experience with the school's honor system, do you consider it an

important positive factor in the school's character education program?

3. In the light of your analysis, what changes, if any, would you make in the attempt to develop a more consciously planned program of character education in your military college or school?

A total of 1,825 replies were received, and the result of these analyses were grouped under five headings: (1) factors influencing character; (2) positive traits developed; (3) negative traits developed; (4) attitude toward the honor system; and (5) recommendations suggested by the graduates.

The opinion of the 1,825 alumni on the relative importance of certain factors in developing character is indicated in Table I. The first column shows a favorable or positive influence and the second unfavorable or negative.

Table I. ALUMNI OPINION ON THE RELATIVE IMPORTANCE OF CERTAIN FACTORS IN DEVELOPING CHARACTER.

Factor	Number		Percentages	
	Favorable	Unfavorable	Favorable	Unfavorable
Personality of instructor	960	605	53	33
Honor system	939	287	51	16
Curriculum	309	318	17	17
Extracurricular activities	308	156	17	6
Associates	215	246	12	13
Manner of presentation of subject matter	188	244	10	13
Scholarship	97	89	5	5
Methods of discipline	56	117	3	6
R. O. T. C. training	51	48	3	3
	3,123	2,110		

MAJOR E. W. TUCKER, executive officer and secretary of Kemper Military School, Missouri, has been identified with that institution for over 21 years. He holds a B.A. from Lake Forest College, Illinois; M.A. and Ed.D. from the University of Missouri. It was while working on his doctoral thesis, *Some Administrative Practices and Procedures in the Military Colleges and Schools of the U. S.*, that he assembled the data which he discusses here in collaboration with Dr. W. W. CARPENTER under whose supervision the thesis was written. Dr. Carpenter is familiar to readers of the *Journal* through his numerous articles which have appeared here from time to time.

¹ Georgia Military College; Gordon Military College, Georgia; Kemper Military School, Missouri; Marion Institute, Alabama; Morgan Park Junior College, Illinois; New Mexico Military Institute; Oak Ridge Military Institute, North Carolina; Oklahoma Military Academy; Schreiner Institute, Texas; Texas Military College; and Wentworth Military Academy, Missouri.

According to the opinions listed, the "personality of the instructor" is considered of primary importance. The "honor system" ranked second in importance. While the "curriculum" was third in frequency of mention, a little more than one-half of those who mentioned the curriculum believed it had a negative influence. "Extracurricular activities," although mentioned less frequently, were considered a definite positive influence. "Associates" ranked fifth with a slight margin on the negative side. "Manner of presentation of subject matter" was considered somewhat detrimental in personality development. "Methods of discipline," "scholarship," and the "R.O.T.C. training" were considered of lesser importance since they were mentioned less frequently as character-building agencies.

The positive traits most frequently listed in the military college and school catalogs were checked by the 1,825 alumni as shown in Table II.

Table II. ALUMNI OPINION ON THE RELATIVE IMPORTANCE OF POSITIVE TRAITS MOST OFTEN LISTED IN CATALOGS.

<i>Positive Traits</i>	<i>Frequency</i>	<i>Per cent</i>
Unselfishness, cooperation, sportsmanship	721	40
Sympathy, tact, tolerance, consideration of others	646	35
Diligence, industry, perseverance, persistence	562	31
Truthfulness, honesty, sincerity	531	29
Initiative, desire to achieve	508	28
Accuracy, neatness, cleanliness	411	23
Courage, self-control	393	22
Reliability, dependability, trustworthiness	384	21
Courtesy, thoughtfulness	366	20
Obedience, respect for authority	365	20
Independence, self-reliance, resourcefulness	297	16
Better sense of values	209	10
Promptness, punctuality, budgeting time	188	10
Clear thinking, open-mindedness	183	10
Cheerfulness, optimism, adaptability	121	7
	<u>5,885</u>	

Listed in Table III is a group of negative traits evolved from faculty discussion and included in the questionnaire to the alumni group for purposes of comparison.

Table III. ALUMNI OPINION ON THE RELATIVE IMPORTANCE OF NEGATIVE TRAITS.

<i>Negative Traits</i>	<i>Frequency</i>	<i>Per cent</i>
Discontent	371	20
Lack of confidence, timidity	366	20
Indolence, irresponsibility	209	11
Irreverence	192	10
Selfishness	108	6
Suspicion, intolerance	87	5
Bigotry, snobbishness, conceit	65	4
Overbearance, surliness	43	2
Ingratitude	24	1
	<u>1,465</u>	

A comparison of these tables indicates that the alumni felt that their military college and school experience had been more influential in developing positive character traits than negative ones. A total of 5,885 positive traits was checked in contrast with 1,465 negative traits.

Only 1,226 alumni answered the question in regard to the honor system and its influence upon character development in the military college and school. Of this number 939 listed it as an important positive influence, and 287 felt that as it operated in their school its influence was negative.

Specific recommendations for the development of a more consciously planned program of character education in the military college and school were made by 1,825 alumni. Over 100 different concrete suggestions were made but only those listed by at least seven per cent of the alumni are included in Table IV.

The large number of statements made classification difficult. It is significant, however, that nearly half of the graduates believed that a vital program of character training should be extended to the college and school activities and to the curriculum. It was also note-

Table IV. RECOMMENDATIONS FOR CHARACTER EDUCATION.

Recommendation	Frequency	Per cent
Teach character training indirectly through all of the school activities and various curricular subjects	745	41
Select teachers on basis of personality and interest in cadets rather than subject-matter solely	698	38
Develop a closer and better cadet-teacher relationship	657	36
Adapt curriculum to individual cadet needs	601	33
Use lifelike situations in giving direct character education	586	32
Devise a more adequate system of self-government	284	16
Use leisure time more worthily	153	8
Increase and vitalize extracurricular activities	132	7

worthy that the proper selection of teachers and better cadet-teacher relationship accounted for 74.2 per cent of the recommendations. Almost the same number listed "lifelike situations" and "better adaptation of the curriculum to individual needs" as very important. A "better system of self-government," "more worthy use of leisure time," and an "improved extracurricular program" were mentioned less frequently but often enough to be significant.

Other specific recommendations for character education mentioned with less frequency were:

Elimination of the marking system, 6 per cent.

Provision for more wholesome sex education, 5 per cent.

Re-grouping of cadets on basis of background and ability to eliminate retardation, 4 per cent.

Provision for more suitable biographical and other reading material related to character education, 4 per cent.

Employment of only men instructors, 4 per cent.

Development of a more effective system of vocational guidance with some follow-up, 3 per cent.

Follow more literally the claims for character education as outlined in the catalog or prospectus, 3 per cent.

In the light of the information furnished, the following tentative conclusions on character education in the military junior college were formulated:

1. In the development of character, the personality of the instructor is of much greater importance than the subjects taught.

2. The honor system is second in importance to the personality of the instructor.

3. Extracurricular activities are positive in their influence but apparently have been over-emphasized as character-building agencies, in the opinion of the alumni.

4. Associates, manner of presentation of subject matter, scholarship, and the R.O.T.C. training are listed less frequently as character-building factors, but appear important enough to suggest a re-evaluation and re-emphasis. (The details of this study were completed before the declaration of war December 7, 1941.)

5. The alumni feel that their military college and school experience has been more influential in developing positive traits of character rather than negative traits.

6. The indirect method of teaching character is recommended by the largest number of alumni. Proper selection of instructors, better cadet-teacher relationship, a more adaptable curriculum, employment of more lifelike situations in the teaching process, and a better program of self-government were stressed sufficiently to suggest that they be given more attention.

7. Methods of discipline are considered by the alumni as more or less negative in their effect, suggesting the need for their study and revision.

8. The character education program as outlined in the catalog and prospectus of the military college and school, although idealistic in form and purpose, appears to have justified itself on the basis of the returns received in this study. That it can and should be re-evaluated and improved is clearly indicated by the alumni. Their interest in the character education program is very significant. Certain specific recommendations were received evaluating portions of the program which suggest a revision and re-evaluation on a constructive basis with a view to greater efficiency and effectiveness.

NEW SITE BOUGHT

Approximately 23 acres of county land lying north of the Longview, Washington, civic center have been purchased as a site for the Lower Columbia Junior College campus.

Junior Colleges and Professional Societies

TYRUS HILLWAY

THE recent experience of one junior college in establishing cooperative relationships with various professional societies has convinced me that a real opportunity for educational service in this field awaits exploration. A number of the four-year colleges and universities maintain connections of long standing for educational purposes with professional bodies, and at least four or five junior colleges have carried on an arrangement of the same sort with the American Association of Bank Clerks. The majority of junior colleges, however, appear to have attempted little in this direction.

Hillyer Junior College, Connecticut, during the past year has developed more or less formal relationships with three professional societies and is at present in the process of consummating similar agreements with five others. The organizations with which Hillyer collaborates are the National Association of Credit Men, the National Association of Purchasing Agents, and the American Society of Tool Engineers.

The theory upon which these arrangements rest is a simple one. The usual permanent organization of men and women of a profession exists to further, among other things, the professional growth of its members and the estab-

lishment of standards of training for young people preparing to enter the field. The junior college can offer a convenient center for these preeminently educational activities. When the professional society makes available the practical experience of its members and the junior college supplies true educational principles, the two become partners in a cooperative enterprise which can be mutually profitable and agreeable.

As an example of a professional society with an extremely well-organized educational program, the National Association of Credit Men may be pointed out. Through its educational committee it has created a department of its work which it calls the National Institute of Credit. This is an agency for setting up educational standards and for supervising the training of newcomers to the credit business. It has fixed upon what it considers the minimum essentials of college work for successful credit men. These essentials include the satisfactory completion of college-level courses in Economics, Credits and Collections, Fundamentals of Accounting, Business English, Business Law, Marketing, Public Speaking, and Problems of Credit Management. In many instances the local chapters of the association directly provide this training to students; in others the classes are part of the regular curriculum in an approved college. Where the latter arrangement exists, the student matriculates as a regular student of the college concerned and must, of course, meet the admission requirements of that institution. By completing the first four of the courses prescribed by the National Institute of

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Credit, the student becomes eligible for the award of Associate in the Institute. By completing all eight of the prescribed courses, he becomes eligible for the award of Fellow. At the same time, to be sure, he is not prevented from taking the regular college degrees.

Students in the business administration department of Hillyer Junior College are given the opportunity, when they register, of applying at once for membership in the National Institute of Credit. This application costs them two dollars in addition to the regular fees of the college. Those who desire to take only the courses required for the award of Associate or Fellow in the Institute are permitted to do so, and fees in these cases are proportional. Such students ordinarily would not become candidates for the degree of Associate in Science.

The local chapter of the National Association of Credit Men assists the program of the college in several ways. Occasionally it furnishes visiting lecturers for the credit classes. It offers advice, chiefly through its educational committee, in the general planning of course content in certain subjects. It makes available to the classes various types of office records for study and helps in the conduct of study trips through credit offices and departments. It publicizes the credit classes throughout the state, both among its neighboring local chapters and among the general public. It cooperates in finding positions in credit offices for the successful graduates of the courses.

The effect of this relationship, of course, is to make the student's work more practical, to increase the services and the prestige of the junior college, and to insure permanence in the educational activities of the credit group.

A recent survey of educational activi-

ties in the city of Hartford, where Hillyer Junior College is located, has revealed that several hundred groups of all kinds and sizes are engaged in offering some type of post-secondary school training. Besides the recognized colleges and private schools, there are numerous informal and semiformal groups which conduct classes. Most of this work, it goes without saying, is concerned with vocational training and upgrading. Foremen's clubs meet for the purpose of discussing the problems of supervision. Salesmen study methods of selling. Engineers invite lecturers to present the stories of new developments in science. Accountants hear from experts the effects of new legislation upon corporation accounts. Club women study Spanish. All these groups are potential partners of certain types of the junior college.

Academic standards must not suffer, of course, when these cooperative arrangements are in operation. It will be found, I think, that professional societies are quite as eager as the junior college to safeguard the quality of the work offered. An organization like the American Society of Tool Engineers has rather high requirements for membership; it naturally insists upon high standards for educational work in the collegiate institution with which it collaborates.

The kind of professional society with which a junior college associates itself depends to a considerable extent on the aims and purposes of the junior college itself. A junior college offering a curriculum entirely in the field of liberal arts will certainly not find it profitable to enter into any cooperative relationship with the average professional society. Hillyer Junior College, which confines most of its offerings to the fields of business administration and engineering,

can discover very definite advantages in these relationships. Besides the fact that courses of study are saved from stagnation and solidification through constant contact with real conditions of industry and life, the prestige of the courses, in the sense that the professional group acts as a kind of approving agency, is enhanced in the minds of students.

Another factor which might affect the action of a junior college in this matter is the area or extent of its educational service. The professional society relationship increases its value to the college in direct proportion, I believe, to the emphasis of the college upon community service. Except in a few cases, those junior colleges which recruit most of their students from outside the immediate community will find the professional society of little help. Where it is of help in such colleges, relations usually will be with the national organization directly rather than with a local chapter. The basis of the Hillyer plan is direct cooperation with local committees.

A junior college which desires to establish a cooperative arrangement like the one described above with a professional society will find the steps, I think, very easy. Most of the professional groups with which I have come into contact in the Hartford area regard the offer of junior college collaboration as a distinct opportunity. In many instances the society has been encountering serious difficulties in keeping its educational program going. Connection with an approved institution of higher learning is regarded as highly desirable.

Once the preliminary contacts have been made, the continuation of the program can probably be insured best by the early selection of a joint faculty-society committee. This group will provide a continuous check on the

functioning and results of the program. It will consist usually of representatives from the department of the faculty most nearly concerned and of the society's educational committee members.

The experience at Hillyer, short as it has been, has proved so profitable educationally and so pleasant socially that it bids fair to become a permanent feature of the college's work. Like adult education and various other new types of educational activity, collaboration with professional societies offers to the junior colleges of America another method of expanding their programs and of increasing the effectiveness of their service.

Oregon is slow about grasping the junior college opportunity. Nearly all of the larger towns of California have junior college courses at home. That state stands very high in the education of its youth. It is within the memory of many of us, that Oregon looked with doubt on the uniting of districts for better and larger schools. It took a good many years to get the Oregonians educated to the value of the union school. Today, the little red school-house has about faded away. Few would wish the day back when this primitive method was in vogue. Let us in Oregon give the junior college serious thought. It will not rob the schools of higher training. It works the other way. Many who never would see the inside of college walls are given new opportunity by the junior college studies in the home town. Anything we can do to raise the number who take higher education, the better. Let us give fair consideration to the junior college.—LEON W. HYDE in "Thought-O-Graphs" column of Corvallis (Oregon) *Herald*.

Masterpieces Course for a Terminal Curriculum

MABEL A. BUCKNER

ONE day at the beginning of the last school year one of my advisees came to me with this question, "What shall I make my life work?" And before I could catch my breath, she went on, "Father wants me to be a doctor. Mother thinks I should be a professional musician. Aunt Grace believes I would make a good social worker. You tell me what I'm fitted for, and that's the vocation I'll choose. The only thing is I want you to pick a senior college near Boston because my boy friend is at M.I.T." My first impulse was the inclination to say, "If you and your family don't know what you have an aptitude for, I don't see how I can be expected to decide for you."

Then I realized that my initial reaction was wrong, that that wasn't the answer. I knew what her father would not believe: that Mary Sue is a mediocre student who would have difficulty passing a first course in chemistry or hygiene and would never get as far as an anatomy course and that, therefore, her father was doing wishful thinking in suggesting that his daughter might become a doctor. Then, too, I had heard Mary Sue play the piano and had talked with her instructor and recognized what her mother would not admit, that she has

little talent in music. I felt that her Aunt Grace was looking at Mary Sue through the rose-tinted spectacles that aunts wear when they look at their nieces and that the attributes of a social worker, singleness of purpose, self-effaciveness, objectivity, ability to evaluate, conscientiousness, were entirely lacking in Mary Sue.

Because I was interested, yet impartial and ready to face the many facts that I had gleaned in our adviser-advisee relationship, I realized that I was much better able to help the young woman than I had been willing to admit on the spur of the moment. Mary Sue was looking to me as her adviser with a challenge, a challenge not to suggest a course which would qualify her to enter a professional school or a university, for she had neither the interest nor the aptitude for such training, but rather to recognize the probability that homemaking would be her vocation and that the terminal curriculum was the one best adapted to her needs.

As her instructor in Masterpieces, I was particularly interested in Mary Sue's problem in the light of what this particular course had to offer her, and I recognized that here the challenge was not to make her a professional novelist, short-story writer, or literary critic but to give to her an appreciation and understanding of literature that would enrich her life no matter what her after-college career might be.

All Masterpieces students are looking to their instructors with the same unspoken question in their minds, "What are you offering in this course that will result in a richer life for me?" The identical challenge is given by all, yet

MABEL A. BUCKNER feels that the enjoyment of good books is one of the major objectives of general education and in her article here tells *Journal* readers "why." During the past five years as a member of the English department at Christian College, Missouri, and through individual conferences and personal guidance, she has developed techniques for attaining this enjoyment. Before going to Christian College, she taught in New Haven, Connecticut, and at Stephens College, Missouri, and last summer was a member of the Peabody Workshop in Terminal Education.

no two are alike. Mary Sue confessed that never in her life had she read a book outside the English classroom, that she shuddered at the word classic, that she had such bad reading habits that her progress in a book was incredibly slow. There are many like her, but on the other hand, there are some brilliant students who have rich literary backgrounds and who crave leisure for reading. Diverse, then, in ability and aptitude, and diverse too as to future life interests. Some must secure jobs as soon as they leave the junior college; others will lead leisurely existences at home; still others will, like Mary Sue, marry shortly after graduation and establish their own homes. What philosophy can we accept that will lead us to methods which will insure for this group the maximum pleasure and profit?

The first principle, as I have said before, is the recognition of the heterogeneity of our Masterpieces students, varying as they do in ability, background, literary interests, reading habits, and future life interests. This means that our standards of attainment are measured in terms of individual growth and progress. We may feel inclined to groan when a Mary Sue enters our class, but we must instead see her as a challenge—one of her assets at least is frankness—and we must be ready to build upon this very meager literary background with no hope of reaching the level of attainment of the student who is an avid reader and who already has a mature interest in the best literature.

Masterpieces for the terminal student and masterpieces in a university-preparatory course differ in that in the former we may entirely discard the idea of preparation for more advanced literature courses or the attempt to cover a course outline or give a survey of literature. The course must have value in

itself even if the students never take another course in literature. If Masterpieces is taught for the purpose of giving a background for more advanced work, there must be uniformity of standards; all must master the same subject matter regardless of individual differences and those who fail fall by the way.

Next, we must get away from the idea that college is a preparation for life. College *is* life, and the only way to be certain that the student's after-college life is richer, saner, happier, is to do all in our power to achieve these ideals while she is with us. Books cannot be separated from life. They record it and interpret it, and through them we are able to rethink and relive the values of all ages and all times, revamp old values, and acquire new ones. They give us information, enthusiasm, understanding, inspiration, truth, hope, and courage.

If, then, a student is to live a rich, full life in college in order to insure a richer, fuller life after college, we must see in literature a renewed challenge, for books are not a substitute for life; they are life itself, but a larger and more varied life than we can ever live without them. With this philosophy underlying the teaching of the Masterpieces course, what methods may be best employed to put the principles into practice? I shall try to answer this question by describing briefly the course as given at Christian.

The course in Masterpieces may be taken for either two or three hours' credit depending upon the amount of time students wish to give to their reading. In the two class meetings held each week no attempt is made to survey literature; no effort is devoted to an intensive study of literary masterpieces. Assignments are made in a Masterpieces text, but the class time is not spent in a minute analysis of the selections but rather in an endeavor to point out the

merits of great literary works, to give a core of acquaintance with some of the world's great masterpieces, to keep the students informed of current trends in literature, and to suggest books for their reading. The members of the class are encouraged to bring to the informal discussions newspaper or magazine clippings of interest, to suggest books which they have read with enjoyment and profit, even to share with their classmates reactions to current movies.

As what I have said implies, each young woman carries on a reading program and has conferences with her instructor at regular intervals, and it is here that the instructor is able to do valuable work in making literature a source of personal growth for the individual student. To her conference every girl brings her reading diary, in which she has written for each book read whatever notes and comments she wishes to have for her own permanent record of reading. The type of record is largely dependent upon the individual's own interests. Critically minded girls are likely to devote a minimum amount of their reports to mere summaries of the books and rather to give in detail their reactions to their reading. Students interested in beautiful language may desire to preserve many quotations from the books—bits of vivid description, clever dialogue, arresting philosophy, picturesque speech, skillful characterization.

A reading of the reports written since the last conference leads to an informal discussion of the books completed and the plans for further reading. Since the students are told that they are at liberty to choose any books they wish, the responsibility for guiding them carefully, diplomatically, and wisely rests upon the shoulders of the instructor; and it is here the instructor learns the individual's needs, interests, and capacities and

recognizes the possibility of stretching, through patient and gradual work, the student's enjoyment of books which at the moment are beyond her. The first book which Mary Sue read was *A Lantern in Her Hand* by Bess Streeter Aldrich, and the last book on which she reported was *Hamlet* which she confessed to reading with real pleasure.

In the individual reading conferences, care must be taken to discourage the student's reading along one line of interest, plays only for the student interested in drama, the modern novel only for the young woman eager to keep up with the current best sellers, poetry only for the person engrossed in building her own anthology of favorite poems. Every effort is made to avoid this, to bring about enjoyment of a balanced reading program, and an ever-increasing pleasure in reading and discussing good books.

Throughout the work of the course there is an attempt to help each student form the habit of reading carefully and thoughtfully enough to make a part of herself whatever contribution a book has to offer, whether this be information or inspiration. A real effort is made to help each young woman build a richer literary background and broader literary interests and to be increasingly aware of the large supply of books from which she may select her after-college reading. At the end of the year Mary Sue showed me a list of books which she wished to read but which she admitted she couldn't complete in a lifetime, a valuable list, however, from which to choose worth-while reading.

With this philosophy and these methods it is hoped that there result not only for mediocre students like Mary Sue but also for brilliant students resources and satisfactions which will endure not merely through college but for all time.

Having Fun With Business Correspondence

Z. E. GREEN

OF the various courses in English which are offered in a city junior college, Business Correspondence is, I think, the one that can afford the instructor the greatest scope and the greatest personal pleasure, primarily because there need be no awareness of any real distinction between the needs of the terminal student and the needs of the student who is planning to enter a senior college. The latter, in all probability, will be required to find a part-time position which will defray some of the expense of his advanced education, and he is, therefore, as eager as the terminal student to learn anything that will prepare him for remunerative employment.

At Wright Junior College in Chicago the class in Business Correspondence is an especially homogeneous group. Many of the students have had secretarial courses in high school and junior college and many of them have had courses in the Department of Business which have given them instruction in the advertising and marketing of business products.

ZAIDEE E. GREEN, instructor in English at Wright Junior College, Chicago, is also a member of the bar of the Supreme Court and Court of Appeals of the District of Columbia and of the bar of the U. S. Supreme Court, and has traveled widely in the Orient, Egypt, and Europe, as well as in almost all parts of the Western Hemisphere, including Canada, Mexico, Central America, South America, and this country. Perhaps it is because of this stimulating background that Miss Green can delight even in "having fun with business correspondence," of which experience she tells us here. Her recent textbook published by Holt, *Writing in Business*, treats with the same enthusiasm the subject of business correspondence. She has also written critical articles, familiar essays, and poems which have appeared in various American and British periodicals.

They have all had one semester's work or more in freshman composition.

They are quite well versed, therefore, in the fundamentals of correct writing—in grammar, punctuation, spelling, the organization of material, and the principles of emphasis. They know the mechanical make-up of the business letter and the importance of accuracy, definiteness, tact, and neatness. Their imagination has been heightened and their general information has been increased by any elective courses which they have taken in the Department of English and by any work which they have done in the Department of the Humanities.

But most important of all, from the standpoint of ability to do good work in a course in Business Correspondence, these students have all been reared in a large city and have had an opportunity to observe the operations of business. They have ideas and they know how to go about collecting business materials. As a rule, they get the fullest cooperation from the businessmen of Chicago, who consider the city-college student "one of ours," and are quite willing to give him the materials and the information which he requests. Most of the students in the course have had actual business experience during the summer or in part-time positions during the college term. They come from families which are making a financial sacrifice to send them to the junior college, and which seem to have instilled in them the importance of making these two years count for something.

Admittedly, then, this is an exceedingly fortunate situation, and it may be almost unique, but I believe that the scope of the course in Business Correspondence of any junior college can

be increased, and I believe that the elements of English composition and of letter writing can be taught, if they need to be, along with the more advanced aspects of the work of the course. If they are isolated for the sake of emphasis, they can become depressing to the instructor and to the students.

Objectives¹

At the first meeting of the class in Business Correspondence at Wright Junior College, the students are made aware of the objectives of the course, which are as follows:

Specific

1. To acquaint the student with the power (and, therefore, the cash value) of words in business—the power of the simple word, the tactful word, the pictorial word, the enticing word.
2. To train the student to write correctly the various kinds of business letters, reports, etc., which are used today in business.
3. To train the student to handle business situations effectively in terms of company policy and reader reaction.
4. To acquaint the student with the methods available for the production of letters which meet the practical requirements of time, volume, and cost, as well as standards of quality.
5. To encourage the student to collect material which will be of value to him later in his business career—sales letters which come to his home or which he can obtain from business houses, novel advertisements which he sees in the newspapers, business folders and booklets, house organs, and standard practice manuals.

General

1. To make the student alert to new trends in the business world—to advertising by radio, to the increased use of the telegram in selling and collecting, to the exchange of ideas through the business journals, to the functions of public-relations bureaus.
2. To inspire the student to do creative work—to write for the business journals, and to try to sell his ideas to business firms, new slogans which he has created, radio programs which he has written to advertise a certain product, newspaper contests which he thinks might help increase the sale of some commodity, etc.

¹Reprinted through the courtesy of Henry Holt and Company from the author's textbook *Writing in Business*, 1941.

Stimulating Interest

Very early in the semester the students are told that the specific requirements for the course are very few. They may show in almost any way that they care to that they are trying to attain the objectives of the course. They are encouraged to live with business, as it were—to analyze every advertisement that they see or hear, to study the structure and psychology of every business letter that comes to their attention, to visit business houses and observe their methods, to consult not only the text that is assigned to them, but numerous other texts on the subject of business writing before they reach any conclusions concerning the best way to handle a particular business situation by correspondence.

A list of special projects is given to the class, but the students are urged to find their own projects for oral and written reports. An oral report entitled "Letters that Win Jobs During a Depression" is sure to hold the attention of the class and to promote a lively discussion. An oral report entitled "Circular Letters that Feed the Furnace" will interest the class and demonstrate some of the failures in business correspondence. An oral report entitled "It Caught My Eye," on the subject of novelty sales letters, will carry conviction if it is well presented and supported by examples of clever letters.

Wright's Experience

Throughout the semester the students of Business Correspondence at Wright Junior College are actively engaged in collecting business materials. They place these in large loose-leaf notebooks, grade them "A," "B," "C," or "F," and write an explanation of the grades which they give to the various materials. A sales letter, for example, may be worth an

"A" if it arouses attention quickly, creates desire, inspires confidence, and urges action. The stationery, the form and language of the letter, the sincerity or lack of sincerity which the language suggests, and many other things must, of course, be considered in giving the letter a grade. A letter of collection or a letter of claim will be graded upon its tact, its definiteness, its likelihood of success. A trade slogan will be graded on the basis of the image which it creates, the ease with which it is remembered, the confidence which it instills. In analyzing the power of a trade slogan the student considers any of the following aids to memory which the slogan may contain: rime; onomatopoeia; alliteration; anaphora; climax and anticlimax; puns; paraphrases of proverbs or of maxims; artful coinages by analogy to words in common use—for example, "It's Gingervating!"

Throughout the course there is great emphasis on "The Ways of Words in Business," and this phrase has become the slogan of the class. The first two weeks of the course are devoted to an intensive study of the economy of language in business. Newspaper headlines, want ads, telegrams, trade slogans, and especially the commercial advertisements on radio programs are studied to discover how one dynamic word or one pictorial word can be made to do the work of five lazy, drab words. The students are warned at the outset to shun business jargon, and they are heavily penalized when they employ it in the assignments which they prepare for the course. When they are convinced that jargon such as "your esteemed favor," "beg leave to state," and "would like to advise" represents a remnant of the Victorian era, in which circumlocutions were admired and often necessary, they make an effort to avoid this outmoded jargon that is

wasted in an age in which businessmen do not have to fawn upon their customers or resort to circuitous language. They are also cautioned, however, to avoid the blunt language which is sometimes substituted for Victorian jargon. It is difficult to say, for instance, whether the back-bending "your humble servant" of the Victorian era or the back-slapping "yours for better business" is more annoying to the average reader today.

The first letters that the students write are letters of application for positions, letters of request for recommendations, letters of appreciation of interviews which have been granted. Then they proceed to write requests for information and materials which they will need in writing their term papers, and they learn how to make out questionnaires which will facilitate response. Next they write letters of inquiry concerning merchandise, letters of order and acknowledgment, letters of complaint and adjustment, credit letters, collection letters, goodwill letters, and various kinds of sales and follow-up letters.

Meanwhile they are learning the variations in the mechanical make-up of the business letter and the advantages of one form over another in certain kinds of letters. Hanging indention, for example, which is often frowned upon, can be used effectively in sales letters. They are studying letterheads and creating original letterheads for most of the letters which they are writing, being sure that the letterheads are appropriate to the businesses for which they are intended. In certain instances they are relating the message of the letter to the slogan which appears in the letterhead. They are preparing the tie-in between a sales letter and a folder or other enclosure which supplements the letter. They are learning to adapt the tone of the letter to the message which it con-

veys, learning when dignity is demanded and when whimsicality may be effective.

Next they prepare simple business folders and booklets, bulletins, summaries, and abstracts; they study house organs and the standard practice manuals which business firms prepare for their stenographers and correspondents.

Toward the end of the semester they pass in the notebooks in which they have kept their business materials and business reports based on independent investigation. One of the most interesting reports submitted last semester was that entitled *Dressing the Drugstore Window*. The student who prepared it walked around for days with a camera in his hand, taking pictures of windows which offended him because they were freighted with merchandise, and pictures of windows which pleased him because they were artistically dressed. He wrote to the managers of the stores whose windows pleased him and got much information on the art of window dressing, the help which the retailer gets from the wholesaler, the training which the window dresser needs, etc. He incorporated the pictures in his report and set forth his reactions to them, avoiding, of course, any reference to the names of the stores whose windows displeased him.

The students are urged to attempt simple articles on something that might be of interest to readers of business journals—suggestions for saving time or materials in a business office, hints for collecting money from college students, indications of the preferences of college students in billboard advertising, etc. Students whose articles are informative or clever are urged to enlarge them and to seek a publisher for them. The students are also urged to write skits for radio presentation which will advertise some product cleverly, to enter newspaper contests, and to think up new con-

tests which will increase the sale of some commodity.

The Rewards

Throughout this paper, I have perhaps suggested the rewards that come to the instructor who attempts to increase the scope of Business Correspondence. The rewards to the students come when they obtain positions as business correspondents on graduation from the junior college or advance to such positions after a short apprenticeship in the secretarial field.

The junior-college graduate who has learned the importance of tact in business and who is able to use the English language meticulously can very quickly show that he can save time and money for the firm that employs him by composing certain kinds of business letters instead of simply taking down the words of another. If he has developed a particular kind of skill in the use of words, he can even undertake the composition of sales letters and sales folders. If he has a flair for journalism, he can reveal his talent by writing for the house organ of the firm which employs him. If he is interested in independent investigation and research, he can soon find a problem of absorbing interest in any business organization and request permission to report on it.

The experiences of the graduates of Wright Junior College have proved that young people with ideas, initiative, and a knowledge of the essentials of business writing can find ample opportunity to display their talents and to advance in the business world.

Its rapid growth demonstrates that the junior college, both public and private, is something more than an educational fad. It is the natural result of a felt need.—CAROLYN E. CHAPMAN, in *Education*.

Formulation of a Junior College Philosophy

DOROTHY H. VEON

"JUNIOR college curricula can be organized satisfactorily and judged fairly only in terms of each institution's own philosophy of education, its individually expressed purposes and objectives, the nature of the students with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part. In a democracy, the fundamental doctrine of individual differences is as valid for junior colleges as for individuals. Junior colleges do and should differ from each other markedly. All junior colleges, however, although they may differ in type, in location, in philosophy, in curriculum, and in other respects, have this element in common: they are institutions for transmitting our American heritage and our American democratic ideals."¹

A great deal has been done concerning the evaluation of secondary schools, but what about the junior colleges? In response to the need for the studying of the junior college's philosophy of education, it is proposed that Eells' *Why Junior College Education? Forty Points of View* be used by the faculty, of lower divisions of senior colleges and universities, as well as by junior colleges.

DOROTHY H. VEON has just completed organizing the Department of Secretarial Studies in the Junior College of The George Washington University, Washington, D. C., and at present is working on revision and expansion of courses for defense needs. In this organizing and formulating frame of mind, she has written for *Journal* readers suggestions on formulating a junior college philosophy. Holding a B.S. in Education from the University of Nebraska, M.A. in business education from The George Washington University, she is now working for her doctorate in education at Columbia University.

At the first meeting, each member of the faculty could be given a copy of the pamphlet mentioned and an answer sheet upon which to check his or her judgment as to the 40 points of view relating to fundamental concepts, curriculum, student activity program, library service, guidance service, instruction, outcomes, faculty, plant, and administration.

As suggested in the pamphlet, at the second meeting a summary would be made of these answer sheets and presented to the members of the faculty. The differences of opinions should be discussed particularly in relation to these questions, "Is it desirable to refine judgments and work for closer agreement between judgment and institutional practice? If so, how can the faculty organize most effectively for these purposes?" Then the faculty may be divided into committees to study the problems involved in the 10 major fields covered by the 40 items.

Let us assume that the summer vacation is now approaching. Each faculty member should plan to read, to attend conferences, to study at summer school, to participate in workshops, or to engage in other activities which will help him with his particular problem.

As a further step, each person should be familiar not only with the junior college movement in general but also with the movement as it affects his own institution whether it be a public junior college, private junior college, or a junior division of a university. Perhaps less

¹Eells, Walter C. *Why Junior College Education? Forty Points of View*. American Association of Junior Colleges, Washington, D. C. 1941. 19 pp.

has been done concerning the junior division of universities than other junior colleges. In most instances it serves merely as another unit of the university and does not fulfill the purposes for which a junior college was set up. If junior divisions of universities contemplate making a survey, the following references will furnish needed background information:

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A review of the history and the progress of the junior college should be made primarily for new members on the faculty. Consideration should be given to descriptions of the public junior college, stressing terminal vocational education; the university-sponsored junior college stressing preprofessional requirements; and the private junior college, dealing primarily with problems of general education. Is the university being studied going to adhere to preprofessional training or is it also going to extend its offerings to terminal vocational education? If so, to what extent?

The function of the junior college in offering general education should be discussed with terminal education.²

²For references on terminal education see: Eells, W. C., Hollinshead, B. S., Mason, E. F., and Schiferl, M., *Present Status of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D. C., 1941. 350 pp.

Eells, W. C., Mason, E. F., Snyder, W. H., and Zook, G. F., *Why Junior College Terminal Education?*, American Association of Junior Colleges, Washington, D. C. 1941. 390 pp.

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After the groundwork has been laid for discussion and formulation of a working philosophy and study has been carried on during the summer by members of each committee, the fall should open with a series of meetings, no more than five, to discuss the findings of the committees. At the end of the series each member should be asked to fill in the answer blanks with regard to the 40 points under discussion. "Presumably the second set should show somewhat greater unanimity of judgment and somewhat closer agreement between composite institutional judgment and practice than was true for the first set."³

Each committee member should look for evidences upon which to base and also to present findings which would improve the institutional practices. What evidences should one look for with regard to the 10 major fields covered by the 40 points?

A. Fundamental Concepts

1. What is meant by democracy?
2. To what extent is democracy practiced in the college?
3. Is provision made for terminal education?
4. How are the policies determined?
5. To what extent are community agencies used?
6. Is the junior college leading in giving an intensive service to the vast middle group of American students?
7. Does the junior college give some understanding of the social, economic, and industrial conditions of the modern world?
8. Does the junior college provide some interest which will give meaning and value to their leisure time?
9. Does the junior college provide for those who have interests which are primarily intellectual and who are planning on further academic training?
10. Does the junior college serve as a cultural center for adult education?

Note: In regard to the philosophy of the junior college movement, Carl E. Seashore in *The Junior College Movement* (New York: Henry Holt, 1940. 160 pp.) states: "Perhaps the most significant mass movement in higher education that this or any other country has

ever witnessed in an equal period of time." His conclusion is: "Present indications are that the junior college area will be recognized as marking off a specific unit in American education destined to become quite as distinctive as those of high school and college. . . . The junior college was found as an orphan on our doorsteps. We should not treat it as an orphan but as a legitimate member of the American educational family. We should not regard it as a haven for those who are not competent to take on this modicum of higher education, as a mere stop-gap for unemployment, or for the uncritical glorification of the raising of standards and facilities for higher education."

B. Curriculum

1. Does it include orientation? guidance? instruction? student participation?
2. Is provision made for curriculum revision?
3. Does the faculty cooperate in curriculum revision?
4. Does the learning process include factual information or knowledge? meaning and understanding? abilities to do—knowledge and understanding combined with skill?
5. Does the curriculum provide for the development of desirable attitudes—scientific, social, moral, and others? worthy ideals, purposes, appreciations, and interest? participation in general life activities?
6. Are individual differences taken into consideration?
7. Are traditional subjects offered or is provision made for terminal education?
8. Do students have any part in the development of the curriculum?
9. Does the subject matter relate to jobs into which students will go?

C. Student Activity Program

1. Does the program provide student participation and expression in experiences which are "more essentially like out-of-school and daily life experimentations than are the usual classroom procedures"?
2. Does the program aim to develop desirable social traits and behaviour patterns in an environment favorable to their growth and in general character so similar to life outside the classroom that a maximum carryover may be expected?
3. Under competent guidance do students share responsibility for selection, organization, and evaluation of such activities and of their probable outcomes?
4. In all of the activities are there opportunities for developing leadership?
5. How many student activity programs are there? What types?
6. What part does the faculty play in setting up these programs?
7. Is there a well-rounded program?

³Eells, *Op. Cit.* p. 4.

D. Library Service

1. Is the library the center of educational life or is it merely a collection of books?
2. Are students taught how and where to find library materials, how to select them, and how to use them effectively?
3. Is the librarian well educated and efficient?
4. Do the books and periodicals serve the need for reference, research, cultural, and leisure reading?
5. Is provision made for keeping all materials fully catalogued and well organized?
6. Is the library building centrally located?
7. Does the budget provide adequately for the maintenance and improvement of the library?
8. Are students encouraged and stimulated to read books and periodicals of good quality and real value?
9. Is the library building physically conducive to study?

E. Guidance Service

1. Is an endeavor made to help students to know themselves as individuals and members of society?
2. Is the student enabled to correct certain of his shortcomings that interfere with progress?
3. Is provision made for students to know about vocations and professions so that they may choose intelligently and prepare for a life career?
4. Is assistance given in the discovery and development of creative and recreational interests?
5. Is there cooperation among the college, home, and community?
6. Is there close coordination of the work of the schools from which pupils are received?
7. Is there adequate and specific data on the individual prior to his entrance in the college?
8. Are cumulative records and reports kept?
9. Are these records and reports centrally located?
10. Is there an effective system of counseling and guidance?
11. Are there definite provisions for articulating the work of the college with whatever activities the pupil engages in after he leaves it?
12. Do professors share responsibilities in counseling students?
13. Does the placement office function effectively?

F. Instruction

1. Are the goals or objectives appropriate to the degree of development of students and in keeping with the purposes of the college?
2. What selection and use is made of the various types of teaching and learning materials and experiences?
3. Are teaching methods adapted to the

needs of students as a group and as individuals?

4. Has every legitimate means available been used in the evaluation of progress and quality of learning?
5. Has a personal relationship of confidence, respect, and helpfulness between the faculty and students arisen?
6. Is provision made for all desirable types of learning?
7. Are instructional procedures imposed upon the teaching staff by the head of the department?

G. Outcomes

1. What evidences are available that instructors and students are and have been happily and harmoniously cooperating in the stimulation of a wholesome curiosity about themselves and their environment?
2. What evidences are available to show that students are and have been securing knowledge and developing worth-while skills, attitudes, tastes, appreciation and habits?
3. What evidences are there that students are able to make desirable choices or to exercise good judgment in the selection of friends, vocations, leisure activities, goods and services and in other important matters which confront youth today?
4. Are these outcomes developed: cooperativeness, tolerance, open-mindedness, reverence, respect for law and self-reliance?
5. Is the student acquainted with himself?
6. Does the college specialize in human relations?
7. Is the student prepared for wise use of leisure?
8. Are students helped to acquire the best methods of thinking and of solving problems, particularly those involved with the development of a new social order?

Note: "Junior colleges now know how to train men and women in vocational skills. . . . To make them at the same time socially minded, critically minded, culturally adequate to live satisfying lives, or to use Glen Frank's expression, to build into them flexible social intelligence, is the challenging responsibility and the difficult task of the junior college."—Clyde M. Hill in "The University's Responsibility to the Junior College." Thirty-Ninth Annual Conference of the Association of American Universities.

H. Faculty

1. Is the faculty cooperative? That is, do members work together cheerfully, harmoniously, and efficiently?
2. Is there evidence or understanding of educational problems and continual professional growth?
3. Is the number of members of the faculty adequate for the curriculum, the enrollment and the special needs of the students?

4. Does the teaching load endanger efficiency?

5. Are salaries comparable with social demands on the profession and the worth of the service rendered?

6. Does the faculty have young professors as well as those who are experienced by years of service?

7. Is provision made for proper induction and adjustment of new and unexperienced members?

8. Are instructors selected on teaching ability? personality? health? character?

9. What provision is made for improvement in service?

10. Are retirement provisions included?

11. Do faculty members belong and participate in local and national organizations?

12. What degrees do members hold? From where were these degrees obtained?

13. Who selects the faculty?

14. Do members participate in community activities?

I. Plant

1. Is adequate provision made for classroom instruction?

2. Do the plans meet present and future needs?

3. Are the buildings attractive and appropriate in design?

4. Are occupants assured of safety?

5. Are the grounds well kept?

6. What about sanitary facilities?

7. Are the buildings used by the junior college part of the community planning?

8. What about heating, lighting, ventilation?

9. What recreational facilities are available? Are those open to the community?

J. Administration

1. Is the administration in the hands of the board of control?

2. Does the head of the college have marked administrative ability?

3. Is he well prepared for the task?

4. Does the board of control delegate many functions and authorities?

5. Does the board retain the determination of general policies and judicial functions?

6. Does the administrative head select and assign college employees?

7. Does the administrative head administer the educational program including supervision of instruction?

8. Who organizes the resources?

9. Does the administrative head share with the controlling board the responsibility for establishing and maintaining desirable relations with the college's public?

10. What types of faculty meetings are held? how often? where?

It is assumed that these evidences will

be compiled and brought together for discussion at a series of meetings in the fall. This survey made by the members of the faculty should result in encouraging and stimulating interest on the part of the individuals participating.

After a careful consideration of the findings, the faculty should formulate a statement of the philosophy and objectives of the junior college. As stated by Eells, "This statement should be one which would be suitable for publication in the junior college catalog and other literature of the institution."

EDUCATION FOR BANKING

Junior college education has distinct value in preparation for banking according to William A. Irwin, educational director of the American Institute of Banking, in an address before the Boston chapter of the American Institute of Banking at Boston, December 17. In reporting this address, the January issue of the *Savings Bank Journal* says:

Mr. Irwin, while stressing the need for "practical" education, did not belittle the function of "formal" education in the preparation for the task of living. Practical education, he said, is generally considered to be that type of training which is designed to enable men and women to earn a living, while formal education is designed to enable them to enjoy life. In recognition of this, continued Mr. Irwin, there have sprung up recently all over the country the so-called junior colleges, many of which are offering the very type of course that formal education does not provide. "The multiplication of these institutions, and the huge growth in their enrollments, constitutes the proof that they are meeting a real need in our educational system." The A. I. B. educator indicated the vital necessity for what he termed "cultural education" in addition to that on the more practical side, saying that it would be a shoddy civilization that had no place in it for the finer things of the intellect. "Yet," he added, "even when that point has been conceded, it must be insisted that the majority of men and women are compelled to place 'first things first,' and the first instinct of life is self-preservation, implying the necessity of making a living."

Kansas Looks at its Terminal Offerings

E. F. FARNER

IN order to secure material for this report an inquiry form was sent to each of the 14 public junior colleges in Kansas. Answers were received from 13. This is not an attempt to evaluate the offering or the types of enrollment in the various junior colleges in the state but rather to submit the facts as obtained from these reports and the opinions of the administrators concerning terminal education in the junior college.

Each college was asked to approximate the number of precollege courses offered and the total semester hours of those courses and the same data concerning the terminal courses offered. It was suggested that only those courses should be considered terminal for which no advanced standing is expected. It is probable that most of these reports assumed that all courses were considered terminal which do not usually carry credit for advanced standing in a college of liberal arts. With that understanding, the results probably have significance.

The proportion of precollege courses averages almost 80 per cent of the total offering in the junior colleges of the state as listed in this report, leaving slightly more than 20 per cent of the offering as terminal. The exact figures are as follows: 680 courses carrying 2,249 semester hours credit were listed

as precollege while only 191 courses carrying 568 semester hours credit were included under terminal work.

Perhaps a more significant result is reached through the second phase of the inquiry. Each college was requested to list the number of students enrolled in precollege classes and the number who were considered definitely to be terminal students in the junior college. The percentage of precollege enrollments varied from 53 to 100 per cent. In these colleges there are 2,684 students listed as precollege and 1,120 who were considered as terminal students—approximately 70 per cent precollege and 30 per cent terminal. This ratio is approximately the same found for junior colleges throughout the country.¹

Naturally the vocational offerings comprise a large part of the terminal courses in the junior college. The school executives were asked to list strictly vocational courses offered for junior college credit. Commerce led the field with offerings ranging from 12 to 60 semester hours. There seems to be a difference of opinion as to the classes in education. The teacher training work is undoubtedly vocational in character but it is difficult to say just how many of the courses included in that field are to be considered purely terminal in character. Other types of courses listed as vocational include the following: the CAA Program, Machine Shop, Family and Home, Printing, Cooperative Work, and Agriculture. In most instances the number of hours available in these courses in each institution is small.

E. F. FARNER is thoroughly familiar with educational conditions in Kansas, having been born in that state, educated in its rural and secondary schools, and its colleges and universities, and having headed one of its junior colleges for the past 17 years. Parsons Junior College of which he is dean has been operating on the 6-4-4 plan since 1935, and was the first four-year junior college in Kansas.

¹Walter C. Eells, and others, *Present Status of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D. C. 1941, page 60 and following.

One of the fundamental problems involved in a study of terminal and, particularly, of vocational junior college courses, arises because of the fact that in most junior college communities just what vocational work should be offered is not known. It is very evident that authorities in any institution cannot initiate and maintain desirable vocational courses nor can they guide student enrollment properly unless there is some knowledge of the vocational needs of the area which their school serves. The report from the Kansas schools shows that of the 13 reporting, four have made a survey of their respective communities to determine occupational needs and opportunities which should affect the curricula and enrollment in terminal junior college work. Six schools reporting showed a survey in progress, and only three indicated that no such survey has been made or is contemplated.

A request for a list of occupations which should be given first consideration in vocational courses in the respective areas represented brought the following results: Commerce and salesmanship led the list, with shop work, including auto mechanics, aircraft mechanics and kindred courses, a close second. Vocational courses suggested as highly desirable are teacher training, agriculture, and vocational home economics. A number of other courses were suggested but they were largely local in applicability.

Each college was asked to list the provisions made to make occupational information available to the students. The following methods were mentioned with the frequencies indicated: library material, 7; advisory organizations, 5; assembly and group addresses, 4; vocational guidance committees, 3; enrollment guidance, 2; visual education, 2; occupations course, 2.

The next inquiry was prompted by

a desire to learn what the administrators of Kansas junior colleges thought about an increase in terminal courses and an enrollment in such courses. To the question, "*In your opinion should more of your students be enrolled in terminal courses?*" there were 13 affirmative replies. Evidently the men who are working most closely with junior college people believe very definitely that the trend should be towards an increase in terminal facilities and enrollment.

A natural question to follow such a statement is this: "*What difficulties, if any, do you find in persuading students to enroll for terminal work in junior college?*" Several colleges suggested that many students are uncertain about future plans when they enroll and are careful to take only courses which might be used for advanced standing, thinking that they might want to transfer to a four-year college sometime. A number of responses indicated that parental pride in a professional career for their sons and daughters often has a determining influence in inducing the student to take the precollege rather than the terminal course. A traditional feeling that terminal and especially vocational work is on a comparatively low level was mentioned several times as a factor in choosing courses of study. It was stressed by several junior college administrators that the junior college was founded primarily as a preparatory institution and has been widely advertised as an institution whose courses are accepted by the four-year college and university. As a result, students tend to think in terms of courses for advanced standing. A lack of desirable terminal courses is mentioned by several in answer to this question. Finally, a criticism which we do not like to admit but which is probably legitimate, is that the guidance program of the average junior

college is not functioning as it should. Only one college reported that it has very little difficulty in guiding the proper students into terminal courses.

Opinion as to interest which young people and adults in the community might have in vocational courses in junior college was practically unanimous to the effect that there probably were a considerable number of people in the junior college community who would be interested in such offerings. The surprisingly large number of applicants for enrollment in the defense program was mentioned by several as indicating the need for vocational offering. One comment was to the effect that night school is caring for many of these out-of-school people but that the strict regulations imposed eliminate many who are interested.

Another question asked is stated as follows: "*What obstacles prevent the offering of desired and desirable vocational courses in your college?*" In answer to this question nearly everyone felt that the greatest difficulty lies in a lack of finances for the proper equipment and instructors' salaries. Information needed to determine the courses desirable, various vocational groups too small, duplication of high school vocational work, lack of vision on the part of leaders, and guidance program not adequate, were all listed as obstacles which tend to prevent desirable vocational offerings in the junior college.

There may be some doubt as to the responsibility which the junior college should assume for providing specific occupational training in night and part-time classes for adults and out-of-school youth. However, of 13 administrators, 10 said that this is a function of the junior college and that such occupational training should be provided by the junior college if possible. Two said that it

should probably be done, and one felt that it is not necessary if the Federal vocational program functions.

In response to a request for any added suggestions or statements of problems concerning terminal curricula, the following are noteworthy:

Need of state and national cooperation in vocational work in junior colleges.

Cost, the one big obstacle to proper terminal offering. A national subsidy necessary.

Such courses as sociology, health, home economics, etc. should be considered as having valuable terminal functions.

One of the basic difficulties is that we are not prepared to say what courses are most desirable and which of our students should enroll in these various courses.

Agriculture education no doubt very desirable in this community in junior college.

I believe very definitely that the junior college years are the true vocational level.

HEBRON TO CLOSE

Hebron Junior College, Nebraska, 31-year-old Lutheran college, will close June 30. Discontinuance of the college has been recommended by the American Lutheran Church, its Board of Christian Higher Education, the Budget Commission, and the Executive Committee. Campus buildings, including an administration building, men and women's dormitories, and president's residence, are the property of the Church. The school was founded as an academy in 1911. In 1925, a junior college was added and in 1939 the academy discontinued.

STEPHENS NEWS LETTER

Members of the faculty of Stephens College, Missouri, have published the first edition of a *News Letter*, inaugurated with two objectives in mind: "(1) to convey information which may be welcomed by the friends of the college; and (2) to give recognition to the contributions which are being made, in the daily work of the staff, to the Stephens program and through it to the field of general education as a whole."

Wartime Organization at Los Angeles

ROSCO C. INGALLS

A CURRICULUM Adjustment and Planning Council was organized on December 16, 1941 (nine days after Pearl Harbor) at Los Angeles City College. This council is designed to function for the production of an educational program to help "win the war and write the peace." The organization plan for the council is shown by Figure 1.

The over-all function of the council is defined in the following terms: (1) to consider curriculum adjustment, flexibility, planning, coordination and administration in order to contribute most effectively to the tasks of "winning the war and writing the peace;" (2) to provide an avenue of participation for each member of the faculty and to solicit all the best creative work and judgment available within the faculty of City College; (3) to provide a coordinated plan for action at once on our major problems; (4) to retain the essentials in our educational program for normal times and to find, develop, administer, and coordinate new types of service for which we may be qualified and equipped to provide; and (5) to guide our adjustments and plans for the college during the days ahead.

An invitation was extended to each member of the faculty to associate himself with the personnel in the division

or divisions within the scope of his major abilities and interests. Prompt responses were made. Chairmen and committee members are working at their problems and plans.

The Committee of Eight Coordinators has defined functions in the following terms: (1) to work in cooperation with all college activities which have relations with the maintenance of the general and specific curricular offerings of the college, whether directly associated with the war activity or not, in order that the normal offerings of the college may be maintained and adjusted to the needs of the defense program; (2) to cooperate with all committees, of whatever type, insofar as these committees and their work touch upon curriculum matters; (3) to cooperate with all the Divisional Committees, but primarily to work with those committees specifically assigned to study new courses, the pre-professional and vocational skills essentials; (4) to serve the Director in the collection of data concerning new courses, or modifications in courses now being given; to collect suggestions for new courses, data as to their general and specific content, their possible length, the instructional equipment necessary, the probable enrollment, and other factors; when necessary, to study and check the actual need for such courses and modifications by contacts with industry, business, and war service agencies; to classify and summarize these facts and discussions, and turn them over to the Director for his consideration, decision, and action; (5) to serve the Director as a means of contact with the city school system in its

ROSCO C. INGALLS is director of Los Angeles City College and also chairman of the administrative committee of the Commission on Junior College Terminal Education. He has done outstanding work in organizing for defense efforts the faculty and student forces in the junior college which has the largest full-time enrollment in the country and is located in the heart of a defense area having the largest population on the Pacific coast.

service to the defense program, and to suggest means whereby, when necessary, the program of the City College may be coordinated with that of the entire school system; and (6) to serve the Director as a means of contact and information as to what other junior colleges, other schools, both inside and outside of the Los Angeles area, colleges and universities, are doing in the war emergencies; to study these data and submit them to the Director for consideration, decision, and action.

Each of the 14 divisions in the council defined through its chairman the area of its work. For the division on "Keep Normal Essentials in Preprofessional Curricula and Courses," the function is: (1) to integrate preprofessional courses with the present emergency, adapting them to present students' needs; (2) to coordinate this part of work to the maximum with that of the universities so as to serve best the needs of the students concerned; (3) to strive for the continuation of essential preprofessional courses; (4) to stress the importance at this time of preparation educationally for the post-war period. (5) Fully cognizant of the urgent necessity for training our youth in every way to win the war, we nevertheless also urge the training of suitable students for the professions and also, a large body of young men and women whose duty it will be to become leaders in cooperative post-war reconstruction; whose scholarship and enlightenment will safeguard and fill the educational, cultural and spiritual needs of our country, who will, in short, again fan more brightly the flickering torch of civilization.

The division on "Keep Normal Essentials in Terminal Vocational Skills" defined its function in the following

terms: (1) Many students, both men and women, will be able to pursue a normal course through this present emergency. As far as possible this demand should be met. (2) Since the number of students involved is uncertain and probably variable, a careful analysis should be made to ascertain the approximate figure. (3) In analyzing the vocational curricula now offered with a view of suggesting priority during the present emergency, the following points should be considered: curricula with defense value, third and fourth semester courses, curricula whose present job placement is high, courses and/or curricula with expensive equipment to maintain, courses where specific skills are taught quickly, curricula with large enrollment, and curricula with special post-war value.

The division of "Health, Physical Education, and Recreation" planned and put into effect with the opening of the spring semester an expanded program. For men, the new program became compulsory, five days per week. For women, the expanded program will go on a compulsory basis in September, 1942. This expansion is also in accord with the recently enacted law of the California legislature directing a strengthening of the physical education activity program.

This expanding program is regulated by having each man register in a physical education class on a daily basis at the same hour each day. Each receives one unit of credit for the 20 weeks, or one-half for the 10 weeks. On two of the five days, he participates in well-directed physical conditioning. Two of the five days will be used in physical activities of his own choice under the guidance of an instructor. During one day of the week he participates in one

of the following intramural activities: basketball, volley ball, aquatic events, field and track, apparatus tumbling, bag punching, weight lifting, wrestling, tennis, fencing, handball, and archery.

The division on "New Courses War Emergency" defined its function and procedures in the following terms: (1) to act as a clearing house for problems arising out of the organization of courses having to do with the war emergency; (2) to stimulate interest and action in regard to courses which the committee feels would meet a need; and (3) to aid individuals or groups to plan and organize courses.

The division on "Extra-Curricular Activities" determined its function to be that of: organizing and coordinating student activities on the campus; promoting new activities that will be timely and beneficial; developing new student activities to replace those curtailed by the war; protecting and preserving student activities that pertain to morale; determining ways and means to tie student activities with war efforts; enlarging social programs to include day-time hours; and developing ways and means of centering student activities on the campus.

The division on "Policies in Administration" determined: to study our various administrative policies, for example, those relating to registration, admission, dismissal, final examinations, graduation exercises, etc., for the purpose of formulating proposals for their modification or abolition that City College may serve more efficiently and expeditiously the community and the nation; and, to assist the Director in effecting modifications in administrative policies that may appear desirable in the current war emergency.

As a result of planning in this area,

at the beginning of the spring semester on February 2, 1942, the following features were introduced:

1. A divided semester plan, i.e., two 10-week periods, with new registration at the beginning of each.

2. Branches of the college were established at the General Hospital for Pre-Nursing training and at Lone Pine, California, 275 miles distant, for Civilian Pilot Training programs.

3. The Ten-Unit rule was suspended.

4. The Extended-Day plan was expanded.

5. The special program of training for Naval Reserve V-1 was introduced.

Experience has demonstrated the value of a Curriculum Adjustment and Planning Council for wartime service in college work. Plans similar to the one at Los Angeles City College have been developed in other colleges. The description of this particular organization plan and of its work is explained in some detail in this article with the thought that it may have suggestive value for other institutions at work on similar problems.

Paralleling the development of a Curriculum Council has been the organization of a Campus Civilian Defense Council composed of students under the leadership of members of the faculty. The membership of this Council is prepared to function for any emergency that may develop from any part of the war that may come to our area. The organization of this Council is shown in Figure 2. This Council is assisted by student aides in each classroom for each hour of the day and by building wardens with defined duties for each hour daily. The Council has undertaken: (1) to direct law and order and self-discipline in all locations on the campus in case of emergency; (2) to establish necessary sub-stations for control purposes wherever needed on campus; (3) to check, to prepare, to control, and to operate all fire-fight-

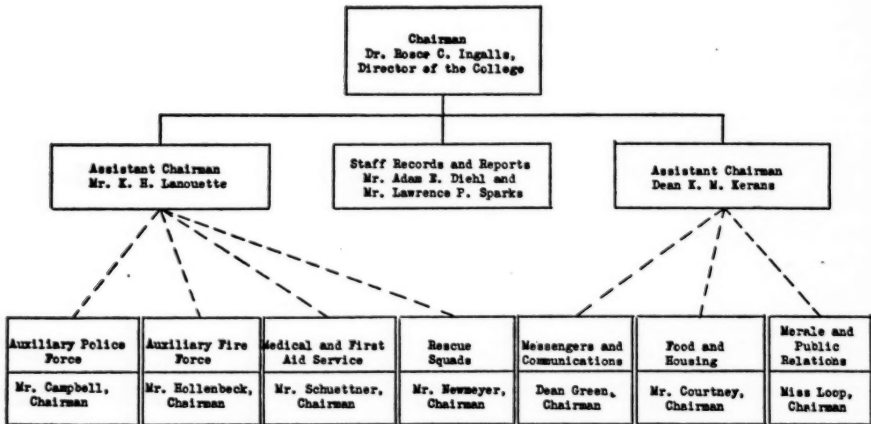


FIGURE 2. LOS ANGELES CITY COLLEGE CAMPUS — CIVILIAN DEFENSE COUNCIL

ing equipment in all buildings on the campus; (4) to direct control of fire-fighting in case of any emergency; (5) to organize and direct all rescue work and first aid of any type that may need to be done in case of an emergency; (6) to provide messengers for all campus inter-communication; (7) to provide continuing food and housing on the campus for any major emergency; and (8) to maintain and promote a healthy morale for all on campus.

It is interesting to note that the students have sold to date through the "Victory Shack," authorized by this Council, a total of \$3,600 in defense stamps.

This report provides a description, in part, of the all-out effort at Los Angeles City College to give the maximum support to the nation's war. The services rendered are essential. Priority is given by the college to those activities and courses that contribute most to the nation's war plans and work. Flexibility, without sacrifice of continuing essentials, is demonstrated in reconstructing the program to meet emergency conditions. Contact is maintained with our

obligations to train citizens who will function adequately in the period of reconstruction after the war, and who will possess those attitudes and ideals necessary to build a stable world in the post-war era. It is our determined purpose to do everything we can to help "to win the war and to write the peace."

CHANGE OF NAME

At a meeting of the Board of Missions of the Methodist Church, March 9, the name of Textile Industrial Institute at Spartanburg, South Carolina, was changed to Spartanburg Junior College. The Institute was first opened in 1911 and was organized as a junior college in 1927. R. B. Burgess is president.

The public junior college is a vital part of the public school system in Mississippi. The junior college is just now coming into its greatest opportunity to build programs in agriculture, livestock raising, poultry, home building and homemaking, trades and diversified occupations, conservation of soil and forests, and of building morale among all the people to meet the emergency.—J. S. VANDIVER, *State Superintendent of Schools*, Mississippi.

Wartime Activities

WAR EFFORTS AT WILSON

Woodrow Wilson Junior College, Chicago, has a number of interesting war activities in progress. The college has reserved a period each Wednesday morning for special assembly programs to discuss war problems. Assembly programs already held featured speakers from the regional and metropolitan Office of Civilian Defense, and from the Fire Department for a talk on incendiary bombs. Three air raid drill rehearsals have also been held during this period.

Other periods are set aside each Friday beginning at noon, and at this time all noncredit classes are offered simultaneously. Classes are open to the community on the basis of "no fees, no credit." Enrollment has exceeded all expectations. First aid has enrolled over 200 students; photography, filing, radio code and office receptionist have each drawn more than 100 students; blueprint and slide rule classes each number more than 80 students; chemical warfare, theory of flight, and nutrition each have more than 60 enrolled; and ballistics, technical though it is, has 40 students enrolled.

Service activities are also under way. A musical group has been preparing programs for presentation at the U.S.O. A group that sells defense stamps holds regular hours and has averaged a steady sale of more than \$80 per week. A Service Bureau has been formed to keep in touch with students now in military service. Newspapers, letters, and other items of interest are sent the boys in camp, and it was noted that

one day alone 67 pieces of mail went out to 64 different military camps. The Bureau is also planning a tag day to collect cookies and candy to send the boys. The college reports that the students have taken all of these activities with seriousness and understanding and that the availability of so wide a variety of activities outside the students' regular fields of study has given them a kind of stability very essential at this time.

HERZL PROGRAM

Herzl Junior College, Chicago, has announced special wartime programs both for its own students and for adults of the community. Three new curricula including 14 new classes are offered young men and women. These are: (1) one-year technical curriculum to train young men who will enter military service as flyers, practical engineers, map readers, aerial photographers, and radio technicians and operators; also adapted to the concentrated preparation of young men and women to enter wartime industries as draftsmen, tool and ordnance inspectors, junior chemists and physicists, engineering aids, and hospital technicians; (2) one-year secretarial curriculum solidly filled with secretarial and closely related courses designed to prepare students for civil service examinations leading to governmental stenographic and secretarial jobs; and (3) one-year accounting and general business curriculum leading to civil service employment in the clerical field.

The program for adults includes 15 courses: home nursing, consumer economics, Americanism, the Americas at

war, practical first aid, hygiene and sanitation, economic geography, the citizen in a world at war, food problems, camouflage and poster work, the American way of life, adult reading course, headlines of today, civilian defense aids, and winning the peace. There are no admission requirements to these courses except that all must be over 18 years of age. The courses carry no college credit, but are taught by regular members of the college faculty on each Tuesday afternoon from 2 to 3 p.m. No fees are charged.

VOCATIONAL CONFERENCE

The annual vocational conference at Mesa College, Colorado, was called this year to discuss the place of the college student in war and reconstruction. The conference climaxed the orientation work of the spring quarter by aiding students to choose their vocations and helping them plan their courses of study. Vocations upon which stress was placed were engineering mechanics and all types of skilled trades, and social work. Men and women outstanding in their fields were invited from colleges and universities in Colorado to consult with the students. In addition, many government authorities spoke to the students on service to the government, both in the armed forces and in industry.

INSTRUCTOR IN AIR CORPS

Herbert F. Langdon, mechanical engineering and mathematics instructor of Long Beach Junior College, California, has accepted a position with the U. S. Bureau of Aeronautics where he will help train men for the Naval Air Corps. He spent the months of March and April at the University of Chicago where he took a special training course under the auspices of the Navy. Mr. Langdon for-

merly taught meteorology and navigation at Salinas Junior College for CPT and also at Long Beach. He begins his new duties this month.

ONE WINTER, TWO SUMMERS

Southwest Baptist College, Missouri, has adopted a program of acceleration whereby students may complete their junior college course in one winter and two summers and thus be ready in the fall of 1943 to take their place either in defense industries, the armed forces, or transfer to a senior institution. In addition, special wartime courses are being offered both students and adults of the community in home hygiene, consumer economics, current events, typing, practical nursing, and causes and consequences of the war.

COMPRESSED PLAN

Marin Junior College, California, will experiment with the Hiram College compressed plan of instruction as an aid to wartime speed-up. Under this plan, each student takes only one course at a time, devoting his entire attention to it for a period of six weeks. The system has been under way at Hiram for several years.

AVIATION MECHANICS

Worthington Junior College, Minnesota, has under way an aviation mechanics course, having felt for a long time "the inconsistency of training so many pilots while neglecting to train aircraft mechanics." Instruction in the course is done partly by an airport manager and partly in the college shop. Regular tuition is charged. The course includes such subjects as engineering drawing, woodworking, sheet metal, welding, propellers, assembly and rig-

ging, aircraft finishing, instruments, shop foremanship, checking and inspection and repairs, business writing, and basic science.

STUDENT POLL

A poll was recently taken of student opinion at Pueblo Junior College, Colorado, regarding acceleration and war courses. Results show a large majority of students favoring special wartime courses, but not a 12-month college year since most of them depend upon working during summer vacation for financing their college education. Besides showing keen interest in special defense training courses, students expressed eagerness for courses on war aims, establishment of peace, reconstruction after the war, and geography.

FREE IMMUNIZATION

Phoenix Junior College, Arizona, is offering to all students the opportunity of having typhoid inoculations, small pox vaccinations, and the Wassermann blood test free of charge. Because of the special danger of typhoid during wartime, the college is urging every student to take advantage especially of the typhoid immunization service.

SIX WEEKS SYSTEM

Clarke Memorial College, Mississippi, has adopted a plan "for the duration" to run on a six weeks' term system, wherein every student takes two subjects for a period of six weeks, earning three semester hours credit in each, or in some subjects, six credits. The college will operate eight terms a year.

ABBEY MILITARY PROGRAM

Belmont Abbey College, North Carolina, has broken a 68-year tradition and

has instituted a full military program in the interests of the war effort. A cadet battalion has been formed consisting of three full companies. Every Abbeyman is required to conform to the new training. The order of the day, the disciplinary method, and even established social customs have all been changed. The rising bell has given way to a bugle call. Rising is earlier and class schedules run later. There is a daily period of drill, special formations for meals and chapel, and a regular class in military science. Assemblies and everything pertaining to disciplinary procedure are conducted along military lines.

SWAMPED BY DEFENSE JOBS

Miss Victoria McAlmon, Los Angeles City College placement coordinator in charge of defense vacancies, has reported an abundance of calls for personnel in technical jobs. Students holding amateur radio licenses are wanted in the Signal Corps of the army, navy, and marines. Those trained in technical laboratory work, X-ray, radio, and aerial photography are in great demand in industry. The army also wants persons trained in physical geography and map interpretation and constructing. Linguists are in demand, both for translating and communicating types of intelligence.

JAPANESE EVACUEES

Evacuation of Japanese from the Pacific coast has created several problems for junior colleges in those areas. The office of the registrar at Los Angeles City College has announced that two-thirds of the 261 American-Japanese students originally enrolled at the college had dropped out by the first of April. Plans are being formulated to make it possible for Japanese evacuees who were nearing graduation to com-

plete their training by correspondence. Students already evacuated have maintained a friendly attitude toward their former classmates as evidenced by an excerpt from a letter written by one of the evacuees, now in Owens Valley, to his friends at the college: "It is rather different up here, and we all are roughing it. There are quite a few from City College and several are my roommates. We hope to be settled down in about a month. My deepest regards to everyone." Arrangements have been made to keep in touch with the evacuees through correspondence and by sending them copies of the bi-weekly student newspaper.

NEW PLAN AT INDIANA

Indiana University has created a Junior Division to serve new students more adequately by dealing with old and new problems that will arise from the war situation with reference to admissions, guidance, two-year curricula, and other difficulties. The Junior Division will become a permanent part of the organization of the University. The purposes, as stated by the University, are six-fold:

1. To improve and enlarge the guidance and testing program for first-year students.
2. To plan more adequate curricula for students who expect to remain in the University only one or two years.
3. To assist students to make up deficiencies.
4. To provide uniform entrance requirements to the University.
5. To act as a clearing house for information that might lead to improving the teaching of first-year students.
6. To study curricula and academic problems of freshman students and make recommendations.

WAR WORK TRAINING COURSES

The following courses are being offered at Briarcliff Junior College, New York, to prepare young women to meet the

requirements of the leading volunteer war work organizations in their communities: Nutrition with special emphasis on group feeding and canteen service; Standard and Advanced First Aid, Home Nursing, and Nurses' Aid courses authorized by the Red Cross; a thorough Motor Mechanics course meeting the requirements for volunteers set up by the Red Cross and the British-American Ambulance Corps; Radio Communications and Morse Code, leading to amateur Grade B Operator's License. All of these courses include practice field work and lead to certificates based upon examinations.

CPT AT LONE PINE

The Los Angeles Board of Education has authorized the establishment of a branch of Los Angeles City College at Lone Pine, California, for the purpose of continuing the instruction of men registered in the Civilian Pilot Training Program. Present plans indicate that one instructor and 60 or 70 men will be at Lone Pine for two months spending full time in ground instruction and flight training as authorized by the Civil Aeronautics Administration.

WARTIME EVENING COURSES

Registration for courses at Modesto Evening Junior College, California, hit a high mark for the spring semester. Two new courses are especially popular—Health Instruction and Leathercraft. The course in Health Instruction, covering first aid, safety, and nutrition, is sponsored by the Stanislaus County Schools and the Modesto City Schools as a contribution to health and national defense. Other courses include business subjects, Spanish, civilian pilot training, dancing, and Americanization.

STOCKTON FINDS A WAY

Stockton Junior College, California, has been authorized by the California State Legislature to conduct its pilot training courses outside the state. Passing of a recent bill enables the junior college to continue its student flier courses at Carson City, Nevada. The college was forced recently to transfer the training from Stockton when army authorities ordered all private flying operations at the municipal airport discontinued.

AMBULANCE COURSE

A course in automobile driving and general roadside repair work is being offered at Salinas Junior College for the first time this semester. Designed primarily to give instruction in the handling of the common apparatus on such conveyances as ambulances, the course, a Federally sponsored one, is administered by the State Department of Vocational Education.

PILOT TRAINING AT ITASCA

Itasca Junior College, Minnesota, has been authorized to give civilian pilot training. Ground school training will be given at the college three nights a week for a total of 90 hours. Flight training will be given at the Grand Rapids Airport. Upon completion of the elementary course, further training can be obtained at Hibbing, Minnesota, in a secondary training course. The courses are planned to prepare for instructors or ferry pilots as well as preparing for the air corps.

COLBY SUMMER SESSION

Studies for a country at war will be offered at the first summer session of

Colby Junior College, New Hampshire, which opens July 1. The session will be co-educational and is scheduled for eight weeks. Included will be courses with direct training for governmental stenographic positions, training in laboratory skills, a library methods course for volunteer workers, and a course on the history and development of political and social democracy in the United States. The alumni have been invited to spend a week or more on the campus during the summer session to brush up on current events and secretarial skills.

SAN BERNARDINO PLAN

San Bernardino Valley Junior College, California, has developed a plan which enables young people to complete in a year and one-half all of the work required for graduation and for the award of the degree of Associate of Arts. Nothing is sacrificed, and the quality of scholastic achievement is maintained at the level of collegiate work of high standard. The acceleration is made possible by providing more time for additional collegiate work in each calendar year. A student, therefore, can earn the 64 units required for graduation and the award of the degree of Associate of Arts by planning to complete 17 units in each one of three semesters, or a total of 51 units, and 13 units in two summer sessions, thus completing 64 units in a year and one-half.

SCRANTON-KEYSTONE SPEED-UP

Scranton-Keystone Junior College, Pennsylvania, has gone on a wartime basis providing for acceleration of the academic program; the formation of 14 defense committees; and expansion wherever feasible of curricular offerings, the adult education program, and campus facilities where such expansion will

contribute to the national defense. Under the accelerated program, the current academic year will be shortened by three weeks, with final examinations concluding on May 15 instead of June 2 as originally scheduled. The mid-year examination period was also shortened and the second semester begun a week earlier than originally planned. The 10-day spring vacation usually held just before Easter was cancelled this year. The college has also decided to grant credit to students for military service up to a maximum of one semester and only to students who have maintained an average of at least "C" in their college work. Such credits will be awarded to individuals after they have completed their service to the nation and upon application to the institution.

NEW COURSES AT NORTHEAST

One-semester courses have been introduced at Northeast Junior College, Louisiana, for the benefit of students who are soon to be drafted. These include courses in shorthand, typing, and office and business machines. Students may also select one or more courses in another field. New technical courses include radio servicing, radio code, war aims of American democracy, food conservation, home nursing, farm crops and feeds.

TRINIDAD PLANS SPEED-UP

Plans are under consideration for streamlining the program of Trinidad Junior College, Colorado, as a cooperative measure during the national emergency to permit students to receive credit for the equivalent of two years of college work in a span of four quarters instead of in six quarters as is now the case. President P. P. Mickelson's plan for acceleration will eliminate summer vaca-

tion and other extended vacation periods and will introduce a summer quarter of study. This extra quarter plus more frequent class sessions will enable students to receive as much college work as is now spread over six quarters. The plan, if approved by the administrative committee of the college, will become effective this summer.

JUNIOR COLLEGE HEADS MEET

Called together for the particular business of adjusting the program of the state junior colleges to the wartime emergency, heads of the Mississippi junior colleges met in Jackson after the Baltimore meeting of the Association. Included among subjects considered was speed-up of courses.

ONE-YEAR NURSING COURSE

Los Angeles City College began in February a one-year course preparing high school graduates for admission to the training schools in nursing maintained by the hospitals. The course was introduced in response to an announcement by the Nursing Council on National Defense that, "Mounting needs of the Army and Navy Nurse Corps, of the United States Public Health Service, and of other government services demand a rapid increase in the number of graduate nurses."

CHICAGO WAR EFFORT

William R. Johnson, superintendent of Chicago schools, has appointed a special committee to recommend changes in the curriculum of the city's three junior colleges to meet the needs of wartime. The committee, headed by Dr. Johnson and George F. Cassell, assistant superintendent in charge of high schools, is asking army and navy officers to suggest changes and additions to the present program.

NEW COURSES AT JOPLIN

Courses in aviation mechanics, civil pilot training, and contemporary Europe have been added to the curriculum of Joplin Junior College, Missouri, in line with recommendations which grew out of the annual meeting of the Association in Baltimore, according to an announcement by Dean H. E. Blaine. The course in contemporary Europe is being provided by the English department, while the courses in aviation mechanics and civil pilot training are government sponsored.

FACULTY LENT TO HOSPITAL

Los Angeles General Hospital recently began a new national defense training course in nursing for 100 women with four members of the faculty of Los Angeles City College giving the instruction. Subjects covered include bacteriology, hygiene, sociology, and psychology.

427 KEMPER GRADS SERVE

A total of 427 graduates of Kemper Military School, Missouri, are now in active service in the nation's armed forces. In the Army Kemper is represented by four colonels, four lieutenant colonels, nine majors, 36 captains, 62 first lieutenants, 81 second lieutenants, and 104 enlisted men. To the Navy, Kemper has given one lieutenant commander, three lieutenants, 14 ensigns, 16 enlisted men, 70 fliers. At the two service schools, Kemper has placed 19 men: 13 at West Point and six at the Naval Academy. Four graduates are serving with the Marine Corps.

24 HOURS A DAY

Sacramento Junior College, California, is running its shop courses 24 hours a day.

FACULTY SERVICE

The faculty of Santa Monica Junior College, California, has taken an active part in defense activities of the community. It was reported recently that 15 members (one-third of the entire faculty) are first aid instructors for the American Red Cross. Fourteen are actually teaching over 1,000 people in some 26 first aid classes. Some of these classes are a part of the regular college and adult evening programs while the remainder of the classes represent volunteer community services. Only two members of the faculty were teaching first aid before December 7.

"VICTORY GARDENS"

Adjusting its program to present national emergency needs, Salinas Junior College, California, has added three new courses: backyard poultry, home gardens, and floriculture. Two units of college credit will be given for each. The courses are offered in keeping with the suggestion of the Federal government that wherever possible the average citizen grow products in his "backyard." In the course in poultry, demonstrations are given on the brooding of baby chicks with equipment that can be used in anyone's backyard. The course in home gardens will stress home gardens as "Victory Gardens" and students will plant gardens on the junior college campus, each being assigned a plot for project work. The course in floriculture will be carried on much the same as that in home gardens with one of its purposes the development of profitable and enjoyable use of the increasing amount of time to be spent in the home.

KEMPER CANCELS TOUR

The annual educational tour of Kemper Military School, Missouri, has been

called off this year because of the war situation. It was the plan for cadets interested in such a tour to choose between three possible trips—to New York, to Cuba, or to Mexico City. The war, with its submarine dangers, made the Cuban trip unfeasible. The defense program, with its increased business, would have made transportation difficult for the New York tour. The Mexican tour was at first considered with favor as a means of spreading good will between the two countries, but the school authorities felt that such a pleasure trip would be frivolous and out of place in these grave times.

KEMPER BROADCAST

Over four hours of radio time were recently given to cadets at Kemper Military School, Missouri, when radio stations in Texas, Illinois, Oklahoma, Missouri, Indiana, Iowa, Colorado, Kansas, and Ohio broadcast the Kemper message: "Youth in the Present Crisis." The address was written by three cadets and stressed the part that young people can play in helping the government during wartime.

LARSON MEDICAL EXPANSION

To meet the increased demand for training of medical laboratory technicians, Larson Junior College, Connecticut, has expanded its medical program by the erection of a wing to its science building. New laboratory equipment has been added, and intensive training is being given in bacteriology, laboratory techniques, and allied medical subjects. The Home Economics Department has been assigned to larger quarters, and additional facilities and modern equipment have been made available to take care of the increased registration in the courses in nutrition

as well as those in home making and family relationships. A new clubhouse for the exclusive use of the students has been erected on the campus and was dedicated officially at the observance of Founder's Day and the Thirtieth Anniversary of the college in March.

DAWSON LECTURE-FORUM

As a part of its adult education program during the Winter Quarter, Dawson County Junior College, Montana, scheduled a lecture-forum series of seven meetings on "War Aims." There was an excellent enrollment for the series. Meetings were held once a week with each session lasting approximately an hour and a half. The last half of each session was set aside as a question and answer period. The leader of the group was Dean Lincoln J. Aikins. Three sessions were set aside for analysis of the news. Other topics were: The Heritage that is America's, The Axis "New World Order," Vital Points in Morale, and This Ideal of Union.

NEW COURSES AT PASADENA

Pasadena Junior College, California, is offering two new courses during the spring semester—Geology Prospecting and Basic Photography. The geology course is designed to provide the essentials needed for intelligent field search for minerals and other strategic defense materials, and includes both lecture and laboratory work. No prerequisites are necessary. The photography course will follow the basic training course given by the U. S. Air Corps and Signal Corps.

STEPHENS DEFENSE FLAG

Students at Stephens College, Missouri, have made a huge flag of 25 and 50 cent defense stamps contributed by them as part of a \$10,000 Victory and Stamp Drive.

Reports and Discussion

MASSACHUSETTS CONFERENCE

Recommendations that the Massachusetts State Legislature enact laws governing use of the name "junior college," minimum requirements for them, and right to grant appropriate associate degrees, were made by Guy N. Winslow of Lasell Junior College at public hearing at Boston, March 10, before the Legislative Recess Commission of Junior Colleges. He made the recommendations on behalf of a group of nonprofit junior colleges, which has held two meetings since its organization earlier this year.

Recommendations were that institutions desiring to use the name "junior college" petition the Legislature for the right; that such petitions be acted upon only after investigation by the education commissioner and the advisory board to make sure that they conform to a set of minimum requirements to be adopted by the commissioner and board; that the granting of the right to use "junior college" carry with it the right to grant appropriate associate degrees; and that the advisory board of six include at least one person with three or more years' experience in junior colleges.

Other speakers at the conference, who presented various points of view, included W. A. Lotz of Worcester Junior College, J. O. Conrad of Nichols Junior College, Edgar S. Brightman of Boston University, Carl D. Smith of Babson Institute, Hugh P. Baker of Massachusetts State College, William F. Sullivan of Amherst College, Robert Cressey of Wheaton College, Harry C. Bentley of the Bentley School of Accounting, and Clement Norton of the Boston School Committee.

CENTRAL CALIFORNIA MEET

The annual spring conference of the Central California Junior College Association was held March 14 at Porterville Junior College. Most of the sessions dealt with the war effort and considered specifically such matters as summer courses, rationing, civilian defense councils, physical education, and Federal service.

The conference adopted a new constitution and decided to suspend inter-collegiate conference contests except those to which contestants could be conveyed by common carrier.

Officers elected for next year include: *president*, Henry A. Cross, president of San Luis Obispo Junior College; *vice-president*, Wendell Howe of Taft Junior College; and *secretary-treasurer*, Morse Butler of San Luis Obispo Junior College.

Member junior colleges of the conference who sent delegates included Taft Junior College, Porterville Junior College, San Luis Obispo Junior College, Visalia Junior College, Reedley Junior College, Santa Maria Junior College, Bakersfield Junior College, and Coalinga Extension Center.

OKLAHOMA MUNICIPAL MEET

The Oklahoma Municipal Junior College Association held its annual meeting at Oklahoma City, February 13, with H. B. Kniseley, dean of Sapulpa Junior College, presiding. The President made a report on progress toward obtaining state financial aid and asserted that the prospects in that regard are fairly good for next year. Ray P. Porter, dean of

El Reno Junior College, discussed "The Philosophy of Junior College Education," and Emol Fails, dean of Sayre Junior College, spoke on "Trends in Junior College Education." Dean Porter attended the junior college workshop at the University of California and Dean Fails attended at Peabody. A round table discussion on "The Municipal Junior College and the National Emergency," was led by Miss Emily B. Smith, dean of Altus Junior College.

Next year's officers chosen were Miss Emily B. Smith, president; Ray P. Porter, vice president; and Miss Hazel Shull of Kiowa County Junior College, secretary. A committee was appointed to collaborate with the state committee on higher education for the general welfare and advancement of municipal junior colleges in Oklahoma. The committee was delegated to serve also as the committee on legislative promotion. Members of the committee are Dean H. B. Kniseley, chairman, Dean Irene Walker of Woodward Junior College, Dean Ray P. Porter, Dean W. H. Meigs of Oklahoma City Junior College, President B. A. McElyea of Kiowa County Junior College, and Dean Emily B. Smith.

GENEVA DORSETT, *secretary*

COLORADO JUNIOR COLLEGE

Northeastern Junior College, located at Sterling, Colorado, opened on September 8, 1941, with a freshman enrollment of 60 students representing 17 Northeastern Colorado communities. The junior college was organized in the spring of 1941, as a result of several years' consideration of the need of a junior college by the Parent Teachers' Association, local school administrators, the Elks Club, and the Chamber of Commerce, each of whom made an independent survey of the operation of the junior colleges in Colorado and adjoining

states. The citizenry of Northeastern Colorado also expressed its desire for the educational institution in a mass meeting held in May of 1941 which resulted in the filing of incorporation articles for the institution. The appointment of a Board of Regents followed.

Since the main objective of the junior college is to prepare adequately the youth of Northeastern Colorado for future citizenship in our democracy, the administration established a twofold curriculum. For those students who plan to continue their formal training in four-year institutions such as universities, colleges, or professional schools, the junior college offers the basic courses which will be found in the first two years of the regular four-year institutions. For those, however, who plan only to attend college for two years or wish vocational training to enable them better to carry on their careers in the vocational work, a terminal type course has been provided which includes courses in Accounting, Typing, Shorthand, Secretarial Training, Mechanical Drawing, Commercial Art, Radio Science, Photography, Carpentry, and Part-Time Co-operative Retailing.

CHARLES F. POOLE, *Dean*

READING AT CENTENARY

The courses in Books and Reading at Centenary Junior College, New Jersey, are entitled:

Literary Masterpieces of the Western World
Nonfiction
Ancient Classics in Translation
European Classics in Translation

These are one credit courses, often very valuable in filling a one point gap in a schedule and still proving most profitable to the student's cultural and intellectual background.

When a young woman decides to take one of these courses she has a detailed

interview with the instructor for the purpose of planning her individual reading list for her individual enlightenment. The course she is planning to pursue is taken into consideration in order that the reading may be linked and related as helpfully as possible.

We must get some idea of the reading she has done and of her depth of knowledge, giving some thought to her diverse tastes, ideals and experiences. The impression must not be left that this is planned irrespective of the student's desires and interests as she is allowed as much freedom as possible in this co-operatively arranged course.

This system of planning tends to increase the interest in the course as it is suited to the personal tastes and preferences of the student. There is little doubt that the average student of junior college age will allow her preferences to lead her to those books which she feels she will enjoy most, but should it appear that her selections are not in line with her ability or background, these titles are discouraged or suggested for reading at a later date and she is encouraged in the choice of other books to take their places. Her stage of development also plays its part in the selection and in some cases it is advisable to approach the great books through the less great by way of building a taste and background for them while still under the supervision of the instructor.

In the case of the student who takes one of the courses for present interest and another student who takes one for background building, the lists may be of an entirely different type or they may be similar, because of the student's previous reading or her aims in reading.

There is no doubt that others also gain from these courses whether they are enrolled in them or not. It is not uncommon to find the unenrolled girl

who has been listening attentively to a book discussion suddenly entering the discussion and enjoying it as much as any one else. These talks are usually held in our spacious and comfortable browsing corner and the listener-in cannot resist joining the group. These discussions not only create a love of reading but also increase the curiosity for book content and cultural development.

HELEN HUTCHINGS

WOMEN AND DEFENSE

How women now in college can best contribute to the defense program and how they can best prepare to contribute to the after-war program was studied at a conference at Monticello College, Illinois, February 28 and March 1.

Believing that the powers of college women must be mobilized if women are to play an effective part now or later, Dr. George I. Rohrbough, president of Monticello, invited faculty members and women students of 30 mid-western colleges and universities to attend the conference to consider some of the answers to "Why must we mobilize?" and "How shall we mobilize?"

Bringing expert opinion to the group was Douglas Miller, author of the 1941 best seller, "You Can't Do Business With Hitler." For 15 years a member of the U. S. Embassy staff in Berlin, Mr. Miller spoke from personal knowledge of Nazism as it affects America's economic life.

Herbert Agar, editor of the Louisville, Kentucky, *Courier-Journal*, Pulitzer-prize winning historian, recently back from seeing England at war, spoke on what this war means to our government and to our civilization. Blair Moody, the Detroit *News'* Washington correspondent whose book *Boom or Bust* asks "After the war, what?" presented after-war problems.

MUSIC CONFERENCE

The theme "American Unity Through Music," combined with the Tenth Biennial Music Festival of the Milwaukee public schools, attracted to the 27th meeting of the Music Educators National Conference in Milwaukee March 26 to April 2 the customary thousands of music teachers and students from every corner of the United States, in addition to distinguished representatives from South America.

Problems of the various departments of music education from kindergarten through the university were discussed with special emphasis on music in the national effort. A representative group of music instructors from the junior colleges, as well as the lower divisions of universities participated in panel discussions on "Music in the Defense Program" and "Terminal Courses in Music." So vital were these meetings and so interested were the participants that adjourned meetings were held twice.

It is hoped that more detailed reports of the contributions may appear in the *Journal* in the future. The discussion on "Music in the Defense Program" covered the effect of war on the junior colleges through budget curtailment, through decrease in membership and faculty losses due to enlistment and defense work; the importance of retaining youth in college to prevent delinquency, to build morale and to prepare for technical warfare; new curricula to meet the changing times; the place of music in the new order; the training of students to meet the emergency; music programs to bolster morale; community cooperation and better bands in service. It was voted to send a resolution to the national secretary relative to the establishment of a national publicity campaign to present the vital

importance of the junior colleges not only in the present plan of two years of college work before the draft, but also in the post-war reorganization plan.

The discussions on terminal courses in music centered around a definition of the term. It was the finding of this committee that there seems to be a general lack of understanding concerning the use of the word *terminal* with reference to junior college courses. Recognizing that there is a possibility that terminal courses may or may not be considered as such, depending on whether or not credit for said courses is to be transferred for senior college credit, the committees made the following observations:

Terminal courses with reference to vocational or avocational musical preparation—which assumes that the student will not take further academic training in the courses—are effective only in very limited cases such as preparation for amateur choir directing, preparation for dance band participation, etc. It was resolved:

1. That junior colleges should offer carefully differentiated terminal music courses, both cultural and vocational with emphasis mainly on the cultural for the majority of the student body. Vocational courses should be offered in those schools with sufficient faculty and student demand to justify their existence.

2. That, since music has universally recognized cultural and social values, suitable courses should be included in all terminal curricula. Each school is urged to study the local situation, revising courses to fit the above recommendations to meet current needs, Esther Goetz Gilliland, national chairman of junior college music, to act as a clearing house on recommendations and suggestions. Members of committee and any others interested are urged to write frequently to the chairman.

3. All voted for differentiation of music courses between cultural and vocational (or professional) as follows: a. *general education (cultural)*—participation: choirs, choral groups, bands, orchestras, small ensembles (instrumental and vocal); applied music: instrumental (class and private), vocal (class

and private), appreciation and history, survey courses, fundamentals of music; b. *vocational* or *professional*: all of the others plus harmony, ear training, sight singing, counterpoint, arranging, analysis, conducting, choral technic, school methods, instrumental methods, radio.

4. That since entrance requirements for music courses are territorial, this committee does not find it advisable to take action in making recommendations.

The following junior college committee chairmen were elected: Samuel Burkholder, Herzl Junior College, Chicago, *texts*; F. G. Bulber, McNeese Junior College, Louisiana, *student guidance*; C. W. Coons, Jr., Sunflower Junior College, Mississippi, *promotion, festivals*; R. C. Frisbie, Northeast Junior College, Louisiana, *radio*; C. Dissinger, Lyons Township Junior College, Illinois, *credit organization*; Neil M. Daniels, Santa Rosa Junior College, California, *theory coordination*; Folsom Jackson, Amarillo College, Texas, *public school music*; Lawrence Sardoni, Mesa County Junior College, Colorado, *instrumental problems*; Max Kaplan, Pueblo Junior College, Colorado, *community service*; Leon Beery, Virginia Junior College, Minnesota, *choral problems*; Floella P. Farley, Cottey Junior College, Missouri, *appreciation and history*; Arthur Todd, Stephens College, Missouri, *defense*; E. T. Canby, Finch Junior College, New York City, *terminal courses*; and Bernice Stromberg, Evanston Collegiate Institute, Illinois, *curriculum organization*.

Several meetings of all college and university representatives were held under the chairmanship of Dr. Warren D. Allen, Stanford University, California, who stressed the importance of "bridging the gap" between various levels of education. Each chairman gave a short resume of his sessions. The educational need of performing music rather than merely talking about it, the obligation of the music instructor to instruct the masses, and the importance of music

in the national effort were emphasized.

ESTHER GOETZ GILLILAND,
National Chairman Junior
College Music

Woodrow Wilson Junior College
Chicago, Illinois

TRANSFER STUDENTS' GRADES

The purpose of this report is not to present anything new on the junior college movement, but merely to add to the cumulative evidence that graduates of junior colleges do better than average work when they continue their work for a degree in other colleges and universities. Several studies have appeared in this *Journal* to show that transfer students reflect credit upon the work done in junior colleges.

For this report a study was made of the records of all of the students who transferred from the College of South Jersey to other colleges and universities for a period of 13 years. During this time transfers were made to 43 colleges and universities in 14 different states, representing sufficiently varied types of institutions, both large and small, teachers colleges, technical schools, and liberal arts colleges, to make a good cross-section of colleges and universities as a whole. An analysis of the transcripts of transfer students to higher institutions of learning indicates that the students have done very creditable work. Comparing their grades with the grades made by other students in the same colleges, so far as the data is available, we can say that they do considerably better.

The study includes only the grades from degree-conferring institutions, and does not include business schools, hospitals, and other specialized institutions. Tabulation of grades, on a percentage basis, is as follows:

Grade	Transfers from College of South Jersey	Other students in same colleges
A	14.0	12.8
B	40.4	26.4
C	36.8	36.3
D	7.5	16.3
F	1.3	8.2
	100.0	100.0

The report shows that more than half of the grades made by the college's transfer students, 54.4 per cent, were superior or good. On the other hand, only 39.2 per cent of the grades made by other students in the same colleges were A or B. The students upon whose work this study is based entered the following occupations and professions (percentage basis):

	Per Cent
Law	32
Teaching	17
Federal service	10
Industry	8
Business	7
Ministry	5
Secretarial	5
Accounting	4
Insurance	4
Medicine, Dentistry, Nursing	3
Other	5
	100

In explanation of the 32 per cent who studied law, it should be stated that the College of South Jersey is a junior college but includes a four-year law course, commonly known as the South Jersey Law School. Upon the completion of the course—two years of college and four years of law—the degree of LL.B. is conferred.

CHARLES L. MAURER,
Dean-Vice President

The College of South Jersey

"THE JUNIOR COLLEGE IDEA"

A section with the above caption appears in the 1940-41 report of the chairman of the Board of Higher Edu-

cation of New York City, Ordway Tead. This section is as follows:

A part of the plan of Evening Session reorganization, which this fall takes effect at Brooklyn College, provides in effect a junior college set-up for those students who enroll for general education and semiprofessional courses. This marks a definite beginning in our colleges of an active interest in experimentation with the junior college idea. Thus far the junior college movement has had its greatest growth in the mid-west and especially in the far west, but there is reason to believe that it includes unique educational values which can perhaps be applied effectively to our special purposes in New York City.

The proposal to provide a two-year terminal course in the field of general education and in semiprofessional and vocational areas has gained many adherents. Through the use of this specialized curriculum, we may be able gradually to offer worth-while higher education for those young people who do not feel the need for or qualify for the advantages of the full four-year course. It should be realized that out of a total graduating group from the high schools of New York City of approximately 50,000 a year, of whom 19,000 are from academic high schools, our colleges are able to enroll only approximately 7,500 day session students in the first year of college, and these 7,500 are taken from those with the highest total high school averages. Those young people who might want to continue their education under public auspices but who have a high school average below 80%, are at present not adequately provided for. Any such extension of college education offerings would manifestly mean increased appropriations by the city and this, we know, is at present out of the question.

Brooklyn College has been able to plan its new evening program without added cost to the city by requiring student fees of \$2.50 per credit. But the problem and the educational responsibility remain. And when our city's resources are greater, it would seem that consideration should be given to the possibility of offering junior college facilities for several thousand additional high school graduates who need the kind of higher education which the junior college supplies.

ENGLISH DEPARTMENT VISIT

Last year the Department of Drawing and Descriptive Geometry of the University of Minnesota arranged for a conference of all junior college instruc-

tors of drawing. The conference was so successful that the Minnesota Junior College Deans' Association adopted the plan as a definite policy and instructed the writer to arrange for similar conferences of other departments. Accordingly last fall junior college instructors in English were invited to come to the University for such a meeting. The response to the invitation was very gratifying; only one public junior college failed to send a representative and several sent all the members of their English Department.

Formal presentation of material was limited to brief discussions of the objectives of various courses offered by the University Department of English at the junior college level. Plenty of opportunity was given for visiting classes and inspecting themes, as well as for interviews with members of the department.

The evening dinner attended by the junior college instructors and representatives of the department including those who had served as inspectors of junior colleges gave an excellent opportunity for a very frank and free exchange of ideas and a discussion of perennial problems.

The conference did a great deal toward creating a better understanding between the departments in the junior colleges and the University.

ROYAL R. SHUMWAY, *Chairman*
University of Minnesota

USE OF PHONOGRAPH RECORDS*

When I was asked to prepare a paper on the subject of the use of phonograph records in the junior college, it was

* Condensed with permission of the editors of *College and Research Libraries* and of the author, Helen G. Hauck, former librarian at Blackburn College, Illinois, and present librarian at Westminster College, Pennsylvania. The entire paper, originally presented at the Junior College Libraries Section of the American Library Association meeting in Boston, is printed in full in *College and Research Libraries*, September 1941.

suggested that the use made of records in the 23 junior colleges who had been recipients of Carnegie Music Sets might be the nucleus for the paper. These colleges were queried as to the use of their phonograph record collections, the means of encouraging that use, and the reaction of students to the program.

Judging from the replies received, only four colleges had record collections prior to the receipt of their Carnegie sets. In the schools where the departments of music administer the sets, the record collections are having regular use in the classes of theory and appreciation. Enrollment in appreciation classes has been reported doubled since these large anthologies of recorded music have been made available. Almost all the colleges have regular listening periods scheduled, and the entire student body is welcomed to enjoy the recordings.

Some of the junior colleges, particularly those in which the record collections are under library supervision, are extending the use of their collections far beyond the field of music. It is this phase of the use of records in the junior colleges that I wish to discuss in more detail. I shall approach the subject by telling you of the record collection in the Blackburn College library, because I know more about it than any other.

The Blackburn collection antedates by several years the receipt of the Carnegie Music Set. The collection had its beginning outside of the library in the departments of English, French, German, and Spanish. Several language series had been purchased for class use, and the head of the department of English had secured some records to be used in the teaching of modern poetry.

Before the arrival of the Carnegie set in November, 1939, plans were made to house it in a room in the library, placing it entirely under the supervision of the

library. The stray records over the campus were collected; the English instructor donated the recordings of poetry and English songs; and the library music room was inaugurated, operating under a system of voluntary student proctors. Immediately, student interest reached a surprising peak. The students approved wholeheartedly the collection of Carnegie records, but they soon compiled a list of suggestions for additions. The faculty likewise had suggestions to offer.

We began to peruse the record catalogs and to follow the reviews of current releases. We bought many of the records which the students requested. About half of our purchases have been made with the hope of their having classroom use. For example, Maurice Evans' albums of *Hamlet* and *Richard II* have been enjoyed in both the freshman English and English literature classes.

More and more of the modern poets are making recordings of their poems, and we have purchased almost all the available recordings for use in the modern poetry unit of the freshman English course. In our collection the following modern poets are represented: De La Mare, Frost, Lindsay, Hillyer, Holmes, Auden, and Sandburg. We also have readings from the older poets such as Blake, Milton, Shakespeare, and Wordsworth.

Records furnish supplementary material for the drama unit of the freshman course. Oscar Wilde's *Importance of Being Earnest* is taught, and the Gielgud cut from the play affords lively entertainment. James Weldon Johnson's reading of *The Creation* ties up with the teaching of *Green Pastures*, as also do the spirituals from the Carnegie collection. The classes in religion have likewise made use of the spirituals and the Johnson recordings.

During the past school year as inter-

est in the use of records developed, three instructors have used some of their departmental library appropriations for the purchase of records. The German instructor considers the complete recording of Mozart's *The Magic Flute* to be one of the finest examples of German diction. These Mozart albums were purchased, the libretto dittoed, and the students of German have spent hours in the classroom and in the library music room listening to *The Magic Flute*.

A number of foreign recordings in French have been selected. Scenes from Moliere, Corneille, and Rostand offer excellent opportunity for ear training. There is a new recording of a dramatization of Guy de Maupassant's *The Necklace* to be played after the French classes have read the story. A Sacha Guitry album is one of the most delightful bits representative of modern French culture which one could hope to find.

The department of English has been buying regularly anything thought to be useful for class instruction. Songs, whose lyrics have been written by Blake, Thomas Moore, Matthew Arnold, Tagore, Wordsworth, or have been taken from the Rubaiyat, are used in the English literature classes. The head of the department planned an interesting feature, a series of music-literature programs, which utilized every possible record in our collection, and which were given not as part of the class work, but as entertainment for the entire campus. There were programs with titles such as these: Modern Poetry; The Nineteenth Century; Gilbert and Sullivan; Shakespearean Songs; American, English, Gaelic, and Welsh Folk Songs; and there were longer programs for the playing of the entire recordings of Wagner's *Tristan and Isolde*, Gounod's *Faust*, and Berlioz's *The Damnation of Faust*.

At Blackburn we have no department of music, and I think the students have a greater sense of appreciation and gratitude because they are lacking the advantage of formal musical education. The members of our college choir have been ardent listeners to all the choral selections, and the interest of the entire student body has been phenomenal. All the operas, symphonies, concertos, and the *Messiah* have been played many times in their entirety. Any Sunday afternoon concert or daily chapel concert has been received with the greatest of approval.

Undoubtedly you have read in a recent issue of the *Junior College Journal* the article about the correlating of music with history, literature, and the visual arts at Green Mountain College. Two colleges, Stephens and Frances Shimer, are making extensive use of their record collections in their humanities survey course. In most schools the Elizabethan songs are played in literature classes. Club groups are grateful for the opportunity of having records for their programs. At Mars Hill College, a music identification contest was sponsored and voted a success. On many campuses records are supplying the musical settings for dramatic productions. Colleges are exerting wider influence in their communities by sharing their recordings with those outside of the colleges. Civic clubs, public school classes, and private groups are being given the pleasure of using the college collections. The recently published pamphlet, *Memorandum on the Use of Art and Music Study Material*, prepared by Florence Anderson for the Carnegie Corporation of New York, tells of this enriching influence observed in the colleges and universities who have been the fortunate recipients of music sets.

For the college which lacks the ad-

vantage of a large anthology of recorded music like a Carnegie set, but which wishes to embark on a program involving the use of phonograph records, there are valuable aids to the project. The record shops are publishing lists of special interest to college instructors and librarians. Then books on the subject are being published. Such organizations as the National Council of Teachers of English are sponsoring recordings. The Division of Museum Extension of the Museum of Fine Arts of Boston is publishing a series of portfolios of plates on various subjects. I have used two of these, one called *Elizabethan England*, and the other the *French Renaissance*. Accompanying these portfolios there are excellently written texts, which conclude with lists of records illustrating the music of the period under discussion. What better aid could one have for a history, literature, or humanities course?

Several of the junior college librarians have expressed the hope that in the future their libraries might have record collections and develop that aspect of library service just as the service of books has been developed. I cannot help thinking that there are great possibilities in this field, and that in a short time, with the encouragement of the librarians, college instructors will more and more utilize the vitalizing effect of various types of phonograph records in class instruction.

HELEN HAUCK, *Librarian*

Westminster College
New Wilmington, Pa.

Undoubtedly the true strength of the junior college lies in its attention to the individual student in the critical years of the student's adjustment to work beyond the high school level.—Editorial in *Harper's Magazine*, April 1939.

The Junior College World

SACRAMENTO PRESIDENT

Nicholas Ricciardi, president of San Bernardino Valley Junior College and former president of the American Association of Junior Colleges, has been selected as president of Sacramento Junior College, California, to succeed R. E. Rutledge whose sudden death was reported in the *Journal* last month. With an enrollment of more than 3,000 regular students and 11,000 specials in late afternoon and evening classes Sacramento has the largest enrollment of any junior college in the country.

Dr. Ricciardi's position at San Bernardino has been filled by the election of Dr. John L. Lounsbury, principal of Long Beach Junior College.

CONNECTICUT PAMPHLET

Eleven accredited junior colleges in Connecticut have cooperated in a commendable piece of work—publication of an attractive pamphlet which will carry the junior college message throughout the state. A separate page is allotted a brief description of the aims of each cooperating junior college, its courses of study, fees, and other pertinent information. Interesting illustrations of the work in the junior colleges brighten each page. A foreword by Alonzo G. Grace, Connecticut State Commissioner of Education, attests the prestige which the Connecticut junior colleges have acquired and calls attention to the excellent work they are accomplishing:

The junior colleges of Connecticut are meeting an exceedingly important need, and in the trying days ahead their function becomes the more important in preparing men and women for production and for specialized service in the armed forces. The training

of youth as constructive, rational American citizens who understand the task ahead, and who are thoroughly familiar with the challenge to our way of life is a primary goal of Connecticut junior colleges.

The committee in charge of preparation of the pamphlet consists of Francis H. Horn, dean of the Junior College of Commerce, *chairman*; Richard P. Saunders, president of New London Junior College; and Alan S. Wilson, director of Hillyer Junior College. The committee was chosen by the Connecticut Conference of Junior Colleges.

Copies of the pamphlet are being sent to high school teachers and administrators throughout the state, to public libraries, to superintendents of schools, and to chairmen of boards of education. Copies are also available to others.

WOMEN IN AVIATION

As part of the vocational guidance program at Stephens College, Missouri, a course in occupations within the aviation industry has been recently added to the curriculum. It is called "Vocational Orientation in Aviation." Four aviation companies—Transcontinental and Western, Chicago and Southern, Braniff, and Mid-Continent Airlines—are participating in order that air-minded Stephens girls will have an opportunity to explore the field of commercial aviation and decide where they can best serve. The course is intended to assist students in finding out whether their interests, aptitudes, and personality traits fit into any of the many types of jobs in aviation. Emphasis is placed on the duties, training, and qualifications of women employed by commercial aviation companies.

KENTUCKY JUNIOR COLLEGE

A junior college program is now being set up by the Kentucky Female Orphan School, Midway, as a much needed adjunct to the school's present secondary school curriculum. Emphasis will be placed upon terminal courses. A department in business training on the college level was begun this spring. Edgar C. Riley has been elected president.

CAZENOVIA REORGANIZES

The 118-year-old Cazenovia Seminary, long a coeducational preparatory school in New York state, and recently a coeducational junior college, will change in September to a two-year junior college for women. President B. C. Harrington states that the location of the institution in an area supporting more than 20 other coeducational post-secondary institutions within a hundred-mile radius was a factor which is believed to have kept down enrollment. Cazenovia will be the only women's junior college in the state north of Poughkeepsie. In order to facilitate the reorganization of faculty and administration, both President Harrington and Dean William E. Chace have resigned. To succeed the latter, Miss Isabel Phisterer, a graduate of Smith College, has been appointed.

VIENNA SCIENTIST AT ABBEY

Dr. Arthur Holz, former consultant psychologist for the criminal courts of Vienna, has been visiting Belmont Abbey College, North Carolina, where he has been teaching and carrying on experiments. Dr. Holz is especially famous for his keen definition of character through handwriting analysis. Since he came to this country in 1938 he has written a column featured by the Associated Press in 1,100 newspapers.

SAN FRANCISCO PLACEMENT

A report from Joseph A. Amori, in charge of placement at San Francisco Junior College, shows that during the period from February 5, 1941 to May 25, 1941 1,000 students were interviewed for jobs. Out of that number 538 job placements were made, 429 men and 109 women.

CLOSING OF CUMNOCK

Raymond C. Brooks, president of Cumnock Junior College, Los Angeles, California, for the past seven years, has sent a notice to the friends of the institution announcing that as a result of events of December 7 and the subsequent world condition "it seems wise to us to close the doors of Cumnock with the school year in June 1942 or at the end of the summer school in August."

SCIENCE HALL AT KEMPER

A new science hall costing approximately \$75,000 was open for occupancy at Kemper Military School, Missouri, in March. The structure is a four-story brick building and houses classrooms and laboratories in junior college physics, botany, zoology, chemistry, and geology. A ceremony dedicating the building is being arranged for Founders' Day, May 8.

TEACHER-PRIEST-ARCHITECT

The Rev. Michael McInerney, a member of the faculty of Belmont Abbey College, North Carolina, has recently been honored in the press for his achievements in architecture. Attention is called to some of the most impressive accomplishments of Father Michael including many buildings in Alabama, Georgia, Maryland, North Carolina, South Carolina, Pennsylvania,

Virginia, Washington, D. C., and West Virginia. Father Michael worked as an architect for eight years before turning his thoughts toward the priesthood and Belmont Abbey College. Following his ordination in 1907, he did graduate work at the University of Pittsburgh and then returned to Belmont as instructor in mathematics and drawing.

MUSIC FESTIVAL

Joplin Junior College, Missouri, sponsored its fourth annual Music Festival March 18-20 with schools from neighboring Missouri cities participating. The three-day programs included renditions by choruses and glee clubs, brass solos and ensembles, string solos and ensembles, woodwind solos and ensembles, piano solos, vocals, and orchestras and bands. The printed program for the festival carried an interesting excerpt from a War Department Bulletin which stated: "One contributing factor to the achievement of a vigorous unity is a most common medium of communication—music. A generation of youth that will sing and think involuntarily the patriotic and folk music rooted deep in the foundations of a democratic nation will be prone to rally to the support of its institutions."

CAREER OPPORTUNITIES

"Career Opportunities," a special 12-page supplement to the *Philadelphia Record* edited by Miss Elizabeth Kelly, contains a special section on junior colleges. It is especially designed for use in guidance classes and career conferences in the eastern area. A sample copy of this valuable publication has been mailed to all junior colleges in 16 eastern and southern states. It will be sent to others upon request. Requests for copies to supply each member of

the graduating class will be filled free of charge as long as the supply lasts.

HILLMAN A 4-YEAR COLLEGE

Hillman College, Clinton, Mississippi, has leased its property to Mississippi College, a four-year college for men. Hillman itself is to become the woman's division of Mississippi College and no longer operated as a junior college.

CHICAGO CONFERENCE

The second annual conference for teachers of the social sciences in junior colleges and secondary schools will be held at the University of Chicago, June 30 to July 2. The theme of this year's conference will be "Education, democracy, and war: the social sciences and the problem of freedom and restraint in war and peace."

SPOKANE CLOSES

On account of wartime conditions Spokane Junior College, Washington, closed March 1. The institution was organized ten years ago under the presidency of G. H. Schlauch.

CATALOG REVISION

At Pueblo Junior College, Colorado, special committees of the faculty and of the student council have met to consider jointly desirable changes in the content and form of the college catalog.

EDINBURG CLASS GIFT

Edinburg Junior College, Texas, has received as a gift of its 1941 graduating class two stained glass medallions. Symbolizing love of books, they are to be used for the library windows. Subjects for the panels were chosen jointly by Frances Seaver, librarian of Edinburg Junior College, a student representing the class, and the artist, Eugenia Shepard of Donna, Texas.

From the Secretary's Desk

SUMMER OPPORTUNITIES

Opportunities for junior college administrators and instructors, present or prospective, to enroll in summer courses devoted especially to problems of junior college education will be numerous this summer. Outstanding, of course, will be the three special workshops, organized in cooperation with the Commission on Junior College Terminal Education at California, Chicago, and Harvard. In addition special courses dealing entirely or in large part with junior college problems will be given in a dozen universities. Following are brief announcements of such courses and instructors in them as furnished by summer school directors in response to a special inquiry.

University of California at Berkeley. Summer workshop under direction of Grace V. Bird, Bakersfield Junior College, with cooperation of William V. Ewert, Merton E. Hill, and Herman A. Spindt. Three courses: "Terminal Education in Junior College," (Miss Bird); "Junior College Problems," (Spindt, Miss Bird, Ewert); and "The Junior College," (Hill).

Stanford University. Summer workshop "The American College and University" under direction of A. C. Eurich, R. C. Bell, and G. N. Kefauver, with the cooperation of university administrative officers; also four special courses as follows: "Junior College," (Mr. Eurich); "Improvement of College Teaching," (Eurich); "Junior College and College Administration," (Eurich, Kefauver); and "Junior College and College Personnel Work," (Bell, Eurich).

University of California at Los Angeles. Summer workshop under direction of Rosco C. Ingalls, Los Angeles City College. Also special courses, as follows: "Philosophy of Terminal Education in the Junior College," (Ingalls); "Teaching of General Subjects in the Junior College," (Ingalls); "Teaching of Vocational Subjects in the Junior College," (Nicholas Ricciardi); "The Junior College," (Ricciardi); and "Problems in Junior College Administration," (W. W. Kemp).

University of Southern California. Single course "Junior College Education," and several related courses on curriculum, supervision, administration, and research methods.

Claremont College. Summer workshop on reading materials with emphasis on reading at the junior college level emphasizing diagnosis and remedial activities; seminar on "The Family" with special consideration to problems of junior college instructors (Dr. Una B. Seit).

University of Texas. "Workshop or Conference-Laboratory in Junior College Problems," under direction of Frederick Eby and Walter C. Eells, with assistance of E. C. Dodd, H. E. Jenkins, J. R. Johnson, B. E. Masters, J. F. Mead, and Wayland Moody. Also general course "The Junior College," (Eells).

Oklahoma A. and M. College. "The Junior College," (Conger, Russell).

University of Nebraska. "The Junior College," (Harley Glidden, Fairbury Junior College).

State University of Iowa. "Problems in Curriculum Reorganization: A curriculum laboratory for high school and junior college administrators," (Paul C. Packer, Harry K. Newburn, L. A. Van Dyke).

University of Minnesota. Summer workshop, "Problems in Higher Education," (Wesley E. Peik, C. Gilbert Wrenn, Ruth Eckert, G. Lester Anderson, Russell Cooper).

University of Illinois. "The American College," (Thomas E. Benner). This course deals primarily with the junior college.

University of Chicago. Summer workshop under direction of Leonard V. Koos. Also special course "The Junior College and Terminal Education," (Koos and workshop staff).

Columbia University. Courses for officers of junior colleges with Professors Floyd B. O'Rear and Will French as advisers: "Fundamental Course in Educational Administration," (N. L. Engelhardt); "All-College Conferences on Education," (O'Rear); "Appraisal of Institutions of Higher Education," (E. S. Evenden); "Organization and Functioning of Institutions of Higher Education," (O'Rear); "Curriculum and Teaching Problems in Higher Educational Institutions," (D. P. Cottrell).

Harvard University. Summer workshop under direction of Byron S. Hollinshead, Scranton-Keystone Junior College, assisted by members of Harvard University staff and outside consultants.

NEW MEMBERS

Following is a list of junior colleges which have become members of the association since publication of the 1942 Directory in January.

Active

Reedley Junior College, California
LaJunta Junior College, Colorado
University System of Georgia Junior College (formerly Atlanta Junior College)
Hesston College and Bible School, Kansas
Middlesex University Junior College, Massachusetts
Junior College Division of Harris Teachers College, Missouri
University of Omaha College of Applied Arts and Sciences, Nebraska
Immaculate Conception Junior College, New Jersey
New York State Agricultural and Technical Institute
Dayton YMCA College, Ohio
Coulter Junior College, South Carolina
Blinn College, Texas
Clifton Junior College, Texas
Edinburg Junior College, Texas
Greenbrier Military School, West Virginia

Associate

Junior College of Northeastern Colorado
Becker College, Massachusetts
Mary Lyon Junior College, Pennsylvania
Junior College of York Collegiate Institute, Pennsylvania
Summerland Bible School, South Carolina

SECRETARY'S FIELD WORK

On April 14 the Executive Secretary spoke before a general session of the American Association of Collegiate Registrars at Chicago on "Changes in Higher Education—Wise and Otherwise," and at the junior college section meeting on "Success in Higher Educational Institutions of Graduates of Junior College Terminal Curricula." On April 28-30 he attended a special conference at Cleveland, Ohio, called by the Institute of International Education to discuss the needs of foreign

students in the United States under war conditions. May 1 and 2 he attended the meeting of the American Council on Education at Chicago and participated in a discussion of the University of Chicago's proposals for the bachelor's degree with President Hutchins, President Rainey of the University of Texas, and President Tolley of Alleghany College.

COMMENCEMENT ADDRESSES

During the last week in May and first week in June the Executive Secretary is scheduled to give commencement addresses at six Texas junior colleges—Paris Junior College, Texarkana Junior College, Texas Military College, Texas Lutheran College, Hardin Junior College, and Blinn College.

He also spoke April 25 at the annual meeting of the New Jersey Junior College Association held at Union Junior College, Roselle; and April 26 at a meeting of the Council of the American Association of University Professors at Philadelphia.

1942 DIRECTORY

The new directory is a distinct improvement over the excellent ones which have appeared year after year. I have ordered additional copies for the use of our field representatives.—*Tennessee.*

The *Junior College Directory 1942* is an improvement over the past editions. A number of times in the past I have wanted to glance at the public or the private junior colleges in a particular state. It meant going through and checking them first. I see a number of advantages to this classification and am unable to see any disadvantages. I also think the alphabetical list of junior colleges is a good thing. It would be difficult to devise a 32-page booklet that would contain more concise and usable information than this new directory.—*Missouri.*

The junior college movement is one of the strongest trends in higher education.—Editorial note in *South Dakota Education Association Journal.*

Judging the New Books

C. H. PEGG and others. *American Society and the Changing World*. F. S. Crofts & Co., New York, 1942. 601 pages.

For several years the departments of history, economics, political science, and sociology at the University of North Carolina have been engaged in the joint enterprise of conducting an introductory course in social science. This book is an outgrowth of that course. The 10 authors have made contributions from many points of view. The authors truly state that "the problems of American society are so powerfully conditioned by the facts and forces of world life that they cannot be realistically treated except in terms of what is happening in Europe, the Far East, and Latin America." Hitler, Mussolini, Stalin, as well as the Japanese are included. Almost a third of the volume is devoted to the impact of the changing world abroad on conditions in America.

EUGENE T. ADAMS and others, *The American Idea*. Harper & Bros., New York, 1942. 278 pages.

"What is the trouble with most of us? Year after year the majority of young men go out into the world without a very deep faith and conviction in the democratic way of life. It is time for us to catch the spirit of America." Nine professors at Colgate University have joined in this excellent attempt to interpret the *spirit of America* in terms to appeal to the average American undergraduate—young women as well as young men. The spirit of American democracy is presented and analyzed from the standpoints of history, govern-

ment, economics, science, art, literature, education, religion, and philosophy. With such composite authorship, complete unity or an exhaustive account of the spirit of American democracy is scarcely to be expected. These nine authors, however, do call attention to some outstanding manifestations of it and of their significance today.

ANDREW T. WEAVER, *Speech Forms and Principles*. Longmans, Green & Co., New York, 1942. 437 pages.

This volume is a general introduction to all forms of speech both public and private. It provides elementary practice in the different speech forms and correlates facts, principles, and techniques to aid the student in forming a thorough acquaintance with the elements of speech. The author presents the materials and methods which a third of a century of teaching has led him to believe are essential.

FRANCIS L. BACON, *Outwitting the Hazards*, Silver Burdett Co., New York, 1941. 446 pages.

This book by an Illinois superintendent of schools attempts to point out the hazards of modern life and to give the best information and suggestions concerning how to outwit them which individuals, institutions, and organized groups have prepared in a national effort to protect human life. Attention is given to many phases of safety education but since traffic accidents are the greatest cause of accidental death, particular consideration is given to pedestrian and driver education and the traffic problem. The book begins with

a discussion of the hazards in and about school and gradually widens to include others which the student may encounter in the course of life.

LAURENCE V. COLEMAN, *College and University Museums: A Message for College and University Presidents*. American Association of Museums, Washington, D. C., 1942. 73 pages.

A few junior colleges have established museums. Many more should consider the value of this type of development not only as a valuable teaching aid but as a contribution to the cultural life of the community. The head of any junior college might well read this brief nontechnical treatment of museums in the campus scheme. Special attention is given to art, science, and history museums.

JAMES M. MCCALLISTER, *Purposeful Reading in College*. D. Appleton-Century Co., New York, 1942. 170 pages.

Out of his experience of several years as director of personnel service at Herzl Junior College, Chicago, the author has developed this very practical manual for college students. The contents have also had the advantage of five years of tryout with numerous classes both at Herzl and Wright Junior Colleges. Different chapters deal concretely with such topics as reading for personal pleasure, how to read references rapidly, reading to amplify understanding of a lecture, increasing vocabulary through reading, reading to apprehend relationships, and applying reading to thinking. For students whose reading is below average in rate and comprehension, the book provides practical remedial instruction, analyzing reading problems and offering specific suggestions for overcoming difficulties. For students whose reading

ability is already adequate, it offers helpful suggestions for further development, for adapting reading rate and methods to particular purposes, and for making the best possible use of assignments, syllabi, reviews, outlines, and other aids to the assimilation and retention of material. A group of 52 carefully selected practice exercises adds greatly to the usefulness of the manual.

WILFORD M. AIKIN, *The Story of the Eight-Year Study*. Harpers, New York, 1942. 157 pages.

This is the first of five volumes planned for 1942 publication dealing with the methods and results of the work of the Progressive Education Association's Commission on the Relation of School and College. In this over-all report the director of the study presents the report of its work from the beginning in 1930 to the end in 1941. The volume includes an analysis of the defects of secondary education which made the study necessary, a concise report of what went on in the 30 schools that were freed from standard college entrance requirements, and a summary statement of findings and their implications for secondary and higher education.

C. DARL LONG, *School-Leaving Youth and Employment*. Teachers College, Columbia University, New York, 1941. 84 pages.

At least half of the boys and girls whose formal education ends with high school graduation or earlier need, want, and do begin as soon as possible to earn their own living. This study summarizes significant information concerning a group of such youth and establishes clues for educators in their search for means of providing more adequate and appropriate education for others of the same type.

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An article planned to present guidance problems from the point of view of the student at junior high school, senior high school, and junior college levels. Expresses considerable concern for the "diploma student." Rosco C. Ingalls replies for the junior college. See No. 3308. Charges that sympathetic guidance is largely denied the noncollege group, even though its members too, are "endowed with personality . . . seek intellectual, social, cultural, spiritual, and emotional experiences for further growth, and . . . are expected to make a contribution to society."

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